



# The Accreditation Handbook



## Committee on Accreditation

California Commission on  
Teacher Credentialing

January, 1997

# The Accreditation Handbook

A Manual for Institutions  
Preparing for State Accreditation, and for  
Board of Institutional Reviewers  
Conducting Accreditation Reviews  
Under the Provisions of  
The Accreditation Framework

Prepared By	
Committee on Accreditation	Professional Services Division

January 1997

# California Commission on Teacher Credentialing

## State of California

Pete Wilson, Governor

1997

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## OFFICE OF THE EXECUTIVE DIRECTOR

January 2, 1997

Dear Colleagues in Education:

On behalf of the California Commission on Teacher Credentialing, I am pleased to support the work of the Committee on Accreditation and its *Accreditation Handbook*. This handbook represents the culmination of over two decades of work on improving the education of California's teachers, service personnel and administrators through a collaborative decision-making process and an intensive four year development effort by the Accreditation Advisory Council. Through these combined efforts, California has again pioneered innovation in educator preparation through its *Accreditation Framework*. Created by the vision and leadership of Senator Marian Bergeson and Governor Pete Wilson, this new professional accreditation process is recognized as one of both substance and quality by legislators, professional organizations and post-secondary education institutions throughout the state. Classroom teachers, school service personnel, administrators, and higher education faculty have served on expert panels and review committees, and have responded to public hearings and draft documents in the overall development of the accreditation system and the standards it enforces. The Commission believes that the new process has been enormously strengthened because it now combines the wisdom of practice and the research of the academy. This new process of professional accreditation will assure the people of California that their public school work force is well prepared to meet the demands of contemporary schools.

The Commission realizes that periodic accreditation reviews take significant amounts of time and energy by the faculty of the institutions being accredited and by those who conduct the accreditation visits. We appreciate the dedication of those who prepare educators and those who serve on accreditation teams. The end result of the efforts of those who participate in accreditation is a system of educator preparation of which we can all be proud.

Sincerely,

Carolyn L. Ellner, Ph.D.  
Commission Chair

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**OFFICE OF THE EXECUTIVE DIRECTOR**

September 10, 1996

Dear Colleagues in Education:

One of the major functions of the California Commission on Teacher Credentialing is to support the accreditation of educator preparation. Oversight of a new accreditation system has been delegated to the Committee on Accreditation. This Committee, created by an act of the Legislature in 1994, has been charged with the task of deciding on the continuing accreditation of educator preparation institutions and programs, deciding on the initial accreditation of programs submitted by eligible institutions, and determining the comparability of national or alternative program standards with California standards of educator preparation. This accreditation process is designed to assure the public and the Legislature that these programs are effectively training school personnel to function in the credential areas for which they are being prepared.

Commencing in 1997-98, approximately 120 credential programs in 12-13 public and private colleges and universities in California will be accredited by Committee on Accreditation teams annually. More than 150 practitioners, higher educators, and school administrators voluntarily serve on accreditation teams each year.

The Commission is proud of this new, innovative accreditation process but is committed to making it an even more effective system for providing useful information for institutional program improvement and statewide policy formation. To this end, formal evaluations of the process by team members and institutional representatives are included as a part of each accreditation visit; informal evaluations are encouraged at any time. A formal evaluation of the new accreditation process will take place during its initial years.

The Commission anticipates that the professional accreditation process will provide opportunities for institutions of higher education to engage in productive reflection about their efforts to prepare educators for today's classrooms and schools. I trust that you will encourage your colleagues to make good use of each accreditation visit by pursuing it as a true learning experience.

Sincerely,

Sam W. Swofford, Ed.D.  
Executive Director

**THE COMMITTEE ON ACCREDITATION  
1995 - 97**

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## COMMITTEE ON ACCREDITATION

January 2, 1997

Dear Colleagues:

On behalf of the members of the Committee on Accreditation, we are pleased to present to you the first edition of the *Accreditation Handbook*. This document is intended to provide new information on the standards and related questions to be used by institutions planning to offer programs of educator preparation, including information regarding the possible use of national professional association standards or alternative standards proposed by an institution in lieu of adopted California program standards. In addition, the *Handbook* addresses the particular needs of those institutions planning a merged visit between the National Council for Accreditation of Teacher Education process and the Committee on Accreditation process.

The *Handbook* includes all of the technical and procedural information necessary to prepare for and conduct an accreditation visit including specific information about the institutional Preliminary Report, the Self-Study Report, supporting documents, guidelines for organizing exhibits, interview schedules, and appeal procedures. The *Handbook* also provides information about team decision-making procedures, team member responsibilities, advice to team members, and interview techniques and strategies suggested to team members.

We believe that this *Handbook* will provide invaluable assistance to institutions preparing for a state accreditation visit. We look forward to hearing your suggestions for its improvement and to any recommendations you may have to strengthen this innovative approach to ensuring excellence in educator preparation in California.

Sincerely,

Carol Barnes  
Co-Chair

Robert Hathaway  
Co-Chair

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## Overview of the Committee on Accreditation

Under the auspices of Senate Bills 148 (Bergeson, 1988) and 655 (Bergeson, 1993), the education community in California launched an initiative to create a professional accreditation and certification system that would contribute to excellence in California public education well into the 21st Century. The California Commission on Teacher Credentialing, the nation's oldest independent teaching standards board, has long engaged in credential program reviews. The *Accreditation Framework*, developed by the Accreditation Advisory Council to replace program review, represents a unique, pioneering effort to advance the quality of educator preparation through the creation of an integrated accreditation *and* certification system.

The first purpose of this new professional accreditation and certification system is to assure the public, the students, and the profession that California's future educators have access to excellence in foundational studies, specialized preparation, and professional practice, and that these components of educator preparation are oriented to the needs of future elementary and secondary students. A second purpose is to ensure that all future educators have actually acquired the abilities and perspectives essential for service in our public schools. A third critical purpose is to assure that the preparation of future educators is appropriate for the assignments made in our public schools. The fourth purpose is to contribute to broader efforts to enhance the personal stature and professional standing of all members of the education profession. An integrated accreditation and certification system provides the strongest possible assurance that professional credentials are awarded only to individuals who have earned them.

This new accreditation system for California emphasizes the essential participation of professional educators in the development of accreditation policies and procedures, the conduct of institutional reviews, and the determination of accreditation decisions. The twelve member Committee on Accreditation, carefully selected from a pool of over 300 nominations, embodies the expertise, experiences, and commitment envisioned by the writers of the *Accreditation Framework*.

This Committee developed criteria for the selection of the Board of Institutional Reviewers who will conduct accreditation visits and make recommendations regarding institutional accreditation to the Committee. These criteria plus other key elements of the new system are contained in this *Handbook* to make clear the requirements and expectations of this unique system. Finally, the *Accreditation Framework* provides significant options regarding national accreditation in lieu of state accreditation and the use of individual program standards other than California's for institutions of higher education as they prepare for initial and continuing accreditation. In providing these options, the *Framework* also mandates that one accreditation decision be made for the entire institution rather than separate decisions made for each program. These changes are intended to foster institutional options and innovations, and increase the rigor of professional accreditation through the application of the highest professional standards.

## A Reader's Guide to the Accreditation Handbook

The *Accreditation Framework* calls for the development of an *Accreditation Handbook* that is intended to provide sufficient information about all adopted accreditation procedures to both institutions of higher education preparing for an accreditation visit and the accreditation team members who will conduct the visit. Thus, this single document is written for two audiences. The *Handbook* is divided into seven chapters and contains three appendices.

Chapter One provides specific information about the responsibilities for professional accreditation matters shared by the California Commission on Teacher Credentialing and the Committee on Accreditation. Although the legislation that mandated the development of the *Accreditation Framework* gave primary responsibility for making accreditation decisions to the Committee on Accreditation, the California Commission on Teacher Credentialing does have certain tasks to perform in this area. These tasks are delineated in Chapter One. They should be of interest to institutions of higher education and to team members.

Chapters Two through Four are of principal interest to institutions of higher education preparing for an accreditation visit. These chapters provide specific information on required and recommended preparations for an accreditation visit. This includes new information about special circumstances affecting institutions seeking national accreditation, either for their education unit or for individual credential programs. Chapter Four gives specific information about the actual procedures followed in the conduct of an accreditation visit. Institutions are encouraged to see this information as providing important insights and useful advice. The *Accreditation Framework* provides for opportunities to individualize an accreditation visit. Institutional representatives should confer with the assigned CCTC/COA Program Consultant if there are desired innovations or alterations of stated procedures of importance to the institution.

The *Accreditation Framework* has changed a number of deadlines for accreditation visits and added some new tasks. Institutions are directed to the section of Chapter Two on the *Preliminary Report* which is due one year before the actual visit. This will require early decision-making by the institution regarding the type of standards to be used, the configuration of the accreditation team, and other special issues that may arise in the visit planning.

Chapter Three will be of substantial importance to those institutions seeking national accreditation. These options are new to California and represent powerful alternatives to state accreditation. Institutions may opt for a combination of state and national accreditation or combine national accreditation, state accreditation and use of alternative or experimental standards all in one accreditation visit. All institutions are urged to review these options carefully before filing a *Preliminary Report* with the Committee on Accreditation.

Chapters Five through Seven are of particular interest to individuals serving on an accreditation team. These chapters detail what team members do before and during a visit and provide information about the new role of Cluster Leader. Chapter Seven focuses on the substantially enhanced role of the Team Leader. Team training will include the information presented in these chapters but will go far beyond these words by providing simulations and other instructional activities. Chapter Seven provides information about the data collection procedures followed by team members.

While this second section is designed primarily for team members and the first section is designed primarily for institutions preparing for a visit, the Committee on Accreditation encourages both groups to read the other chapters. The Committee is committed to providing full disclosure of its accreditation process to all. By providing these chapters in a combined document, the COA believes that all will have a clearer understanding of the total professional accreditation process.

The appendices provide the reader with examples of documents and standard forms used in the accreditation process. The team report presented is provided only to give a specific example of a complete team report. It is not intended to serve as a model in its entirety.

Finally, the *Accreditation Handbook* has been produced in a manner that will foster revisions and updates. The COA intends this document to reflect its procedures and expects to make revisions in those procedures as the professional accreditation process matures. New sections will be mailed out periodically to replace out-moded procedures. Additionally, the *Handbook* will be available in computer disk format and will be placed on the CTC's "Home Page." In this manner, the COA can reduce printing costs and increase availability. The COA welcomes comments and suggestions for improving its *Accreditation Handbook*.

# Chapter One:

## Responsibilities of the California Commission on Teacher Credentialing and the Committee on Accreditation

### Introduction

The Committee on Accreditation was created as a result of Senate Bill 148 (Bergeson) and implemented pursuant to Senate Bill 655 (Bergeson). The provisions of these statutes, found in the Education Code, Sections 44370 through 44374, govern the *Accreditation Framework*, and guide this *Handbook*. The complete *Accreditation Framework* is presented in Appendix C.

Certain responsibilities related to the accreditation of educator preparation are assigned to the California Commission on Teacher Credentialing and certain other responsibilities are assigned to the Committee on Accreditation. This chapter identifies the specific duties of each body that relate directly to the professional accreditation process. Institutions preparing for accreditation reviews and institutions interested in adding new credential programs under the *Accreditation Framework* should read this chapter.

### I. Responsibilities of the California Commission on Teacher Credentialing

- A. **Adopt and Modify the *Accreditation Framework*.** The Commission has the authority and responsibility to adopt an *Accreditation Framework*, "which sets forth the policies of the Commission regarding the accreditation of educator preparation in California" (Education Code Section 44372-a). The *Accreditation Framework* is found in Appendix C. The Commission may modify the *Framework* in accordance with Section 8 of the *Framework*.
- B. **Establish and Modify Standards for Educator Preparation.** Pursuant to Education Code Section 44372-b, the Commission has the authority and responsibility to establish and modify standards for educator preparation in California.
- C. **Initial Accreditation of Institutions.** In accordance with Education Code Sections 44227-a and 44372-c and Section 4 of this *Framework*, the Commission determines the eligibility of an institution that applies for initial accreditation and that has not previously prepared educators for state certification in California. The Commission accredits institutions that meet the criteria that have been adopted for that purpose by the Commission. Institutional accreditation by the Commission establishes the eligibility of an institution to submit specific program proposals to the Committee on Accreditation.
- D. **Hear and Resolve Accreditation Appeals.** The Commission hears appeals of accreditation decisions, which must be based on evidence that accreditation procedures or decisions were "arbitrary, capricious, unfair, or contrary to the policies of the Commission or the procedural guidelines of

the Committee on Accreditation" (Education Code Section 44374-e). The Commission resolves each appeal, and the Executive Director communicates the Commission's decision to the Committee on Accreditation, the accreditation team, and the affected institution. The Appeal Procedures are found in Chapter Four of this *Handbook*.

- E. **Appoint the Committee on Accreditation.** Pursuant to Education Code 44372-d and Section 2 of this *Framework*, the Commission appoints members and alternate members of the Committee on Accreditation for specific terms. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does not appoint members to represent particular institutions, organizations or constituencies.
- F. **Address Issues and Refer Concerns Related to Accreditation.** The Commission considers issues and concerns related to accreditation that it identifies, as well as those brought to the Commission's attention by the Committee on Accreditation, postsecondary institutions, the Commission's staff, or other concerned individuals or organizations. At its discretion, the Commission may refer accreditation issues and concerns to the Committee on Accreditation for examination and response.
- G. **Review Annual Reports by the Committee on Accreditation.** The Commission reviews *Annual Accreditation Reports* submitted by the Committee on Accreditation. *Annual Reports* include standard information about the dimensions and results of the accreditation process.
- H. **Allocate Resources Annually for Accreditation Operations.** The Commission annually allocates resources for accreditation operations to implement the *Accreditation Framework*. Consistent with the Commission's general practice, staff assignments to accreditation operations are made by the Executive Director, in accordance with state budgets, laws and regulations.
- I. **Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** The Commission shares responsibility with the Committee on Accreditation for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of the *Framework*.

## II. Responsibilities of the Committee on Accreditation

- A. **Comparability of Standards.** In accordance with Section 3 of the *Framework*, the Committee determines whether standards submitted by institutions under Option 2 (National or Professional Program Standards) or Option 5 (Alternative Program Standards), taken as a whole, provide a level of program quality comparable to standards adopted by the Commission under Option 1 (California Program Standards). If the Committee determines that the proposed standards are collectively comparable in breadth and depth, when taken as a whole, to the Commission-adopted standards, the

Committee on Accreditation may approve the proposed standards as Program Standards in California.

- B. Initial Accreditation of Programs.** The Committee reviews proposals for the initial accreditation of programs submitted by institutions that have been determined eligible by the Commission. New programs of educator preparation may be submitted under Options One (California Program Standards), Two (National or Professional Program Standards), Four (Experimental Program Standards) or Five (Alternative Program Standards) in Section 3 of the *Framework*. If the Committee determines that a program meets all applicable standards, the Committee grants initial accreditation to the program.
- C. Continuing Accreditation Decisions.** After reviewing the recommendations of accreditation teams, the Committee makes decisions about the continuing accreditation of educator preparation institutions and programs, consistent with Section 6 of the *Framework*. Pertaining to each institution, the Committee makes one of three decisions: Accreditation, Accreditation with Stipulations (which can be Technical or Substantive), or Denial of Accreditation.
- D. Accreditation Procedures.** Consistent with the terms of Section 6, the Committee recommends appropriate guidelines for self-study reports and other accreditation materials and exhibits to be prepared by institutions. The Committee also adopts guidelines for accreditation team reports, which emphasize the use of narrative, qualitative explanations of team recommendations. The Committee may provide additional guidance to institutions, teams, and the Executive Director regarding accreditation visit procedures. The procedural guidelines of the Committee are published by the Commission in this *Accreditation Handbook*.
- E. Monitor the Accreditation System.** The Committee monitors the performance of accreditation teams and oversees other activities associated with the accreditation system.
- F. Annual Reports, Recommendations and Responses.** The Committee presents *Annual Accreditation Reports* to the Commission. *Annual Reports* include standard information about the dimensions and results of the accreditation process. The Committee also advises the Commission about policy changes to improve the quality and integrity of the accreditation process.
- G. Meet in Public Sessions.** The Committee conducts its business and makes its decisions in meetings that are open to the public, except as provided by statute.
- H. Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** The Committee shares responsibility with the Commission for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of the *Framework*.

## Chapter Two: Initial Accreditation and Discontinuation of Programs

### Introduction

This chapter provides information on the process a postsecondary institution must follow to add new credential programs once it has been institutionally accredited by the California Commission on Teacher Credentialing. Any postsecondary institution operating approved credential programs in 1996-97 is considered to be institutionally accredited by the California Commission on Teacher Credentialing. The chapter also provides information about the process for withdrawing or discontinuing a program.

### Initial Accreditation of Programs

According to the *Accreditation Framework* (Section 2-A-2) the Committee on Accreditation is responsible for granting initial accreditation to new programs of educator preparation. If the Committee determines that a program meets all applicable standards, the Committee grants initial accreditation to the program. New credential program proposals by eligible institutions must fulfill preconditions established by state law and the California Commission on Teacher Credentialing. They must also fulfill the Common Standards and one of the Program Standards options listed in Section 3 of the *Framework*: Option 1, California Program Standards; Option 2, National or Professional Program Standards; Option 4, Experimental Program Standards; or Option 5, Alternative Program Standards. Descriptions of new programs include evidence of involvement in program design and planning by elementary and secondary practitioners and members of diverse local communities.

Section 4-B of the *Framework* contains the Policies for Initial Accreditation of Programs. Prior to being presented to the Committee for action, new programs proposed by eligible institutions are reviewed by Commission staff members who have expertise in the credential area. If the Commission staff does not possess the necessary expertise, the program proposals are reviewed by panels of external experts selected by the Executive Director. New programs are reviewed in relation to the preconditions, Common Standards and the selected Program Standards. The Committee considers recommendations by the staff and the external review panels when deciding on the accreditation of each proposed program.

An institution that selects National or Professional Program Standards (Option 2) or develops Alternative Program Standards (Option 5) submits the standards to the Committee on Accreditation for initial approval prior to developing a program proposal. The acceptability of the standards is assured before the institution prepares a program proposal. An institution may choose to submit a program that meets the Experimental Program Standards (Option 4) adopted by the Commission when the program is designed to examine professional issues or policy questions related to the preparation of credential candidates.



## Basic Steps in the Accreditation of New Programs

### Preliminary Staff Review

Before submitting program proposals for formal review and initial accreditation, institutions are encouraged to request preliminary reviews of *draft* proposals by the Commission's professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and that will be logical and clear to the external reviewers. Program proposals may be submitted for preliminary staff review at any time. The normal "turn around time" for a preliminary staff review will be approximately one month. Preliminary review is voluntary. Its purpose is to assist institutions in preparing program proposals that can be reviewed most expeditiously in the formal review process.

### Review of Preconditions

An institution's response to the preconditions is reviewed by the Commission's professional staff. The preconditions are based on state laws and regulations, and do not involve issues of program quality. At the institution's discretion, preconditions may be reviewed either during the preliminary review stage, or after the institution's formal submission of a proposal. If the staff determines that the program complies with the requirements of state laws and administrative regulations, the program is eligible for a further review of the standards by the staff or a review panel. If the program does not comply with the preconditions, the proposal is returned to the institution with specific information about the lack of compliance. Such a program may be resubmitted once the compliance issues have been resolved.

### Formal Review of Program Quality Standards for Initial Accreditation

Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's formal response to the standards is reviewed by Commission staff or a small review panel of experts in the field of preparation. During the program review process, there is an opportunity for institutional representatives to confer with staff consultants or the review panel to answer questions or clarify issues that may arise.

If the staff or the review panel determine that a proposed program fulfills the standards, the program is recommended for initial accreditation by the Committee on Accreditation at one of its regular meetings. Action by the Committee is communicated to the institution in writing.

If the staff or the review panel determine that the program does not meet the standards, the proposal is returned to the institution with an explanation of the findings. Specific reasons for the decision are communicated to the institution. Representatives of the institution can obtain information and assistance from the Commission's staff or one or more designated members of the panel. After changes have been made in the program, the proposal may be submitted for re-consideration.

## Appeal of an Adverse Decision

If a program is not recommended to the Committee on Accreditation for approval by staff (on the basis of responses to preconditions or standards) or the review panel (on the basis of responses to standards), the institution may present a formal request to place that program on the agenda of the Committee for consideration. In so doing, the institution must provide the following information:

- The original program proposal, and the stated reasons of the Commission's staff or the review panel for not recommending initial accreditation of the program.
- A specific response by the institution to the request of the Commission's staff or the review panel for additional information, including a copy of the resubmitted proposal (if it has been resubmitted).
- A rationale for the institution's request.

The Committee on Accreditation will review the information and do one of the following:

- Grant initial accreditation to the program.
- Request a new review of the institution's response to the standards by a different Commission staff member or a different review panel.
- Deny initial accreditation to the program.

Within twenty business days of the Committee on Accreditation decision to deny initial accreditation, the institution may submit evidence to the Executive Director of the Commission that the decision made by the Committee on Accreditation was arbitrary, capricious, unfair, or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee. (Information related to the quality of the program that was not previously presented to the Commission's staff or the review panel may not be considered by the Commission.) The Executive Director will determine if the evidence submitted by the institution responds to the criteria for appeal. If it does, the Executive Director will forward the appeal to the Commission. If it does not, the institution will be notified how the information does not respond to the criteria and given ten business days to re-submit the appeal to the Executive Director.

The appeal will be heard before the Preparation Standards Committee of the Commission. The Committee will consider the written evidence provided by the institution and a written response from the Committee on Accreditation. In resolving the appeal, the Commission will take one of the following actions:

- Sustain the decision of the Committee on Accreditation to deny initial accreditation to the program.
- Overturn the decision of the Committee on Accreditation and grant initial accreditation to the program.
- The Executive Director communicates the Commission's decision to the Committee on Accreditation and the institution.

## Withdrawal of Credential Programs

An institution may decide to withdraw a program that has been previously approved by the Commission or accredited by the Committee on Accreditation. The following procedures must be followed:

The institution notifies the Executive Director of its intention to withdraw the program when the current candidates complete the program.

The notification will include the date in which candidates will no longer be admitted to the program.

Candidates already admitted to the program are notified in writing by the institution that the program is being withdrawn. The institution determines a date by which all enrolled candidates will be able to finish the program. The institution assists enrolled candidates in planning for the completion of their program. The institution files the list of candidates and date of their program completion with the Commission.

Following the date determined by the institution, after which candidates will no longer be enrolled, the program may no longer operate and the institution may no longer recommend candidates for the credential.

A program being withdrawn will not be included in any continuing accreditation visits while candidates are finishing the program, provided that the Executive Director was notified of the institutional intent to withdraw the program at least one year before the continuing accreditation visit.

A withdrawn program may be re-accredited only when the institution submits a new proposal for initial accreditation according to the Committee on Accreditation initial accreditation policies. From the date in which candidates were no longer admitted to the program, the institution must wait at least two years before requesting re-accreditation of the program.

## Discontinuation of Credential Programs

When an institution is required by the Committee on Accreditation to discontinue a credential program, the following procedures must be followed:

The institution, within 60 days of action by the Committee on Accreditation, files with the Executive Director its plan for program discontinuation when the current candidates complete the program.

Candidates are no longer admitted to the program, once the institution is required to discontinue the program.

Candidates already admitted to the program are notified in writing by the institution that the program is being discontinued. The institution determines a date by which all enrolled candidates will be able to finish the program. The institution assists enrolled candidates in planning for the completion of their program. The institution files the list of candidates and dates of program completion with the Commission.

Following the date determined by the institution, after which the institution will no longer enroll candidates, the program may no longer operate and the institution may not recommend candidates for the credential.

A discontinued program may be re-accredited only when the institution submits a new proposal for initial accreditation according to the Committee on Accreditation initial accreditation policies. The institution must wait at least two years after the date of discontinuation before requesting re-accreditation.

## Chapter Three: Preparation for Continuing Accreditation Visits

### Introduction

This chapter provides detailed information on the procedures, activities, and decisions that precede the actual accreditation visit. The size and composition of the accreditation team is described first. The responsibilities of the Consultant provided by the CCTC/COA to the institution are listed and the institutional overview meeting the consultant will hold well before the visit is also described. The rest of chapter gives detailed information on all aspects of making the preparations for an accreditation visit beginning with the necessary schedule planning and ending with special circumstances that may affect the visit. This chapter will be of particular interest to those who are charged with the administrative tasks related to a professional accreditation visit.

### A. Accreditation Teams

#### Structure and Size of Teams

1. **Board of Institutional Reviewers.** To conduct reviews for the continuing accreditation of educator preparation institutions, the Executive Director of the Commission maintains a Board of Institutional Reviewers consisting of California college and university faculty members and administrators, elementary and secondary school teachers and other certificated professionals, and local school board members, pursuant to Education Code Section 44374-b. The Board consists of approximately 200 persons who are geographically and culturally diverse, and who represent gender equity. The Committee on Accreditation establishes criteria for membership on the Board. The Executive Director adds new members to the Board from time to time.
2. **Team Structure.** For an institution being considered for continuing accreditation, the Executive Director appoints an accreditation team drawn from the Board of Institutional Reviewers and designates the team's leader. To ensure appropriate attention to specific programs at the institution, the team leader and the Commission's staff establish clusters of reviewers in a team with more than three members. One cluster of team members has primary responsibility for reviewing the Common Standards. Other clusters are responsible for reviewing groups of credential programs, and may provide information to the cluster that reviews the Common Standards. The size of clusters ranges from one to five members, depending on the level of effort required for each set of assignments.

3. **Team Size and Expertise.** Normally, an accreditation team has from two to fifteen members. Programs are clustered together, where appropriate, to keep team size manageable, but needed expertise is included on each team. The range of credential programs at an institution is reflected in the expertise of the reviewers, but there need not be a one-to-one correspondence between credential programs and reviewer specialization. Student enrollments in programs, the complexity of programs, and/or the numbers of specialized programs offered by an institution may lead to a team with more than fifteen members. Student enrollment is a factor because the team must interview a sufficient sample of candidates and graduates in order to make valid, reliable judgments about issues of quality. Complexity may be a factor if an institution operates diverse programs, or if programs are offered at geographically dispersed locations or in colleges outside the education unit. At least one member of each institution's team has a depth of expertise in the multicultural, diversity and language acquisition needs of California classrooms. The size of a team and the clustering of programs are determined jointly by the dean or director of each unit that is responsible for credential programs, the Commission's staff consultant; and the team leader appointed for the review; all of whom sign a team size agreement.

### Organization and Expertise of Teams

1. **Team Leader.** The Executive Director appoints an experienced reviewer as the leader of an institution's review team for continuing accreditation. The leader's roles are to assist the Commission's staff consultant in planning the review, participate in team size and composition decisions, and provide leadership in team training, orientation and support during the accreditation review. The team leader and the Commission's staff consultant are jointly responsible for management of the review.
2. **Cluster Leaders.** The team leader and staff consultant select a member of each cluster to serve as cluster leader, whose role is to help in organizing and managing the cluster's activities during the review.
3. **Common Standards Cluster.** The Common Standards are reviewed by a cluster of reviewers, including members who are able to make judgments about the education unit. This cluster may include a dean, associate dean, university unit director (when a smaller institution has a department rather than a school of education) and/or a superintendent of a school district or county office of education.
4. **Program Clusters.** Team members with appropriate experience and qualifications are responsible for professional judgments about credential programs. Reviewers assigned to a cluster should have sufficient expertise to make sound judgments about programs in the cluster.
5. **Team Assignments.** Team members are trained in reviewing the Common Standards and/or the selected Program Standards. A single cluster of reviewers is not normally given primary responsibility for reviewing the Common Standards and Program Standards in the same review.

6. **Team Continuity** . When possible and when appropriate to the programs at one or more institutions to be visited, members of previously successful teams are kept together for the purpose of reviewing more than one institution.
7. **New Reviewers.** For the most part, an accreditation team consists of experienced reviewers. A team need not include an inexperienced member, but new reviewers are appointed to accreditation teams after their training, when appropriate.
8. **Conflict of Interest.** Care is exercised to avoid conflicts of interest involving accreditation team members and the institution being reviewed. No member of a team shall have ties to the institution, such as current or past enrollment there, programmatic collaboration, past or present employment, or spousal connections.

### Training and Orientation of Teams

Prior to participation in an accreditation review, team members, cluster leaders and team leaders participate in two kinds of in-depth training and orientation.

1. **Team Training.** To ensure that accreditation reviews examine issues of quality in preparation, team members participate in an intensive three to four day training program, which focuses on team skills, interview techniques, accreditation procedures, and the consistent application of standards. This training will also include specialized activities for returning team members, cluster leaders and team leaders.
2. **Team Orientation.** On the day prior to the beginning of an accreditation site visit, team members meet to discuss their observations about the institutional self-study report, review their prior training as team members, and thoroughly plan the team activities for the accreditation review under the team leader and cluster leaders.

### B. Responsibilities of the CCTC/COA Consultant

The CCTC/COA consultant assigned to an institution has the responsibility to coordinate all aspects of the accreditation process and represents the Committee on Accreditation throughout the entire process. The consultant will:

1. Assist in all the preliminary preparations and logistics described in this *Handbook* to facilitate the accreditation process.
2. Assist the Team Leader in developing the specific details of the visit.
3. Review the *Preliminary Report* prepared by the institution regarding its mission, institutional demographics, special emphasis programs, and other unique features of the institution.

4. Assist in determining the team size and configuration collaboratively with the team leader and the institutional representative.
5. Review the *Institutional Self-Study Report* and all other program documents prior to final submission to the accreditation team.
6. Select randomly the individuals to be interviewed by the accreditation team from a list provided by the institution.
7. Maintain on going contact with the institution prior to, during, and after the accreditation visit.
8. Assist the team leader with the team orientation, provide logistical support during the accreditation process, assist the team members' understanding of the Commission's standards, and facilitate the team leader in the writing of the report.
9. Act as a facilitator to the team as it makes its accreditation recommendation but will not judge the professional content or quality of any institution's credential programs.
10. Ameliorate concerns and problems that arise during the accreditation process.
11. Assist the team leader in preparing the team recommendation for submission to the Committee on Accreditation and be present at the COA meeting when the report is acted upon by the Committee. The consultant also assists the institution in presenting its appeal to the Committee on Accreditation should the institution elect to do so. Finally, the consultant assists the team leader in the event that a dissent is filed with the California Commission on Teacher Credentialing regarding the actions of the Committee on Accreditation.
12. Work with the institution regarding any stipulations that may result from the original visit. The consultant arranges and either accompanies members of the original accreditation team on the re-visit or conducts the follow-up visit if a staff re-visit is recommended. If a specialized credential program team is recommended by the original accreditation team, the consultant is charged with identifying and preparing that specialized team, making the necessary arrangements with the institution to accommodate a specialized accreditation site visit, preparing the report for submission to the Committee, and being present when the original and specialized team reports are presented to the Committee for its action.



## C. The Institutional Overview Meeting

Approximately eighteen to twenty-four months prior to the scheduled accreditation visit, the CCTC/COA consultant contacts the institution to schedule an institutional overview meeting. The purpose of this meeting is to acquaint the administration and faculty of the institution with the *Accreditation Framework*, to provide assistance in the development of the *Preliminary Report* (sent to the team leader and the CCTC/COA consultant twelve months prior to the actual accreditation visit), and to answer other questions that may arise. The institution may invite anyone it chooses to attend this meeting.

## D. Scheduling an Accreditation Visit

### Dates of the Visit

Accreditation visits normally occur five to seven years from the date of the last evaluation unless the institution is required to have more frequent accreditation visits by a national accrediting body. The Committee on Accreditation also retains the right to schedule more frequent site visits as a stipulation of institutional accreditation.

The following criteria are used to determine a date for the team visit:

1. Select a time period when students are on campus and student teachers are in classrooms. Be certain to avoid local school holidays, major academic conferences and other times that will draw faculty away from campus or otherwise impede collection of information from graduates, employers of graduates, cooperating schools, or community members.
2. The visit, if it is a merged accreditation visit at the unit level, must be coordinated with the national accrediting body. If the visit will involve a national or professional accrediting body for one or more credential programs, early planning must be initiated to attend to the needs of both state and national bodies.
3. As a rule, the first full day of an accreditation visit will begin on a Monday and team members will arrive on Sunday afternoon. Exceptions are permitted to this rule, but they should be requested early in the process by the institution. Institutions with multiple sites, unusual class schedules, or other issues should also make known these circumstances early in the planning process.
4. The institution should propose a series of acceptable dates as the Committee on Accreditation and the California Commission on Teacher Credentialing must schedule the year's accreditation visits in a manner that does not adversely impact the staff. The final responsibility for identifying an acceptable date for the accreditation visit lies with the institution being visited.

## Schedule of Review Activities

1. As noted above, accreditation team visits are scheduled for three and one-half days. The team arrives at its hotel site on Sunday afternoon, typically by 3:00 p.m. The team holds its orientation meeting at the hotel, completing its business normally by 5:00 p.m.
2. Institutions may choose to schedule a reception at the hotel or on the campus for the accreditation team. Such an event is optional and is at the discretion of the institution. General remarks by senior administrators or other ceremonial aspects of the visit can be accomplished at this time. Institutions may also want to have community members or other guests included in this event. If dinner is included in the event, it should conclude by 9:00 p.m. If no dinner is included, the event should end by 7:30 p.m.
3. The first full day of the accreditation visit is devoted to document reviews and interviews with a sample of all major interest groups -- faculty, administration, students, graduates, employers of graduates, cooperating school personnel, and community members. The team schedule created by the institution must show sufficient time during the day for document review and for team meetings.
4. The second full day of the accreditation visit can duplicate the first full day or it may include visits to important collaboration sites or other facilities deemed essential by the institution. The team schedule created by the institution must include time for a mid-visit meeting to permit the team leader to share with representatives of the institution (a) areas where the standards appear not to be fully satisfied, and (b) requests for additional information pertaining to those standards.
5. Wherever possible, the institution should not schedule team members for interviews after 6:00 p.m. on any day. If late interviews are necessary, the schedule must show time during the day for team members to confer, to summarize notes, or to attend to personal needs.
6. The morning of the third full day of the visit is set aside for report writing by the team and no other activities can be scheduled. The presentation of the team's findings (where the team leader presents the team's findings and its accreditation recommendation to the Committee on Accreditation) takes place in the afternoon. The institution may invite anyone to attend this public presentation of the accreditation team's report.

## Logistical and Budgeting Arrangements

1. The California Commission on Teacher Credentialing is responsible for all direct expenses of the state accreditation team, including lodging, per diem, and travel expenses. The Commission is also responsible for (a) the direct expenses incurred by the team leader and the consultant in working with the institution on arrangements for the visit, (b) direct expenses involved in a specialized credential team visit and any re-visits related to noted stipulations from the original visit and, (c) the substitute expenses for team members who are classroom teachers, if requested. If the institution is planning a merged accreditation visit, the institution is responsible for the costs associated with the national accrediting body. This is also true if the institution elects to have one or more of its credential programs accredited by a national professional association.
2. The institution is responsible for covering all assigned time to its faculty and staff who have developed reports or documents. If the institution elects to have a reception for the team or to provide food to the team during the visit, it must bear the cost of these items.
3. The institution is responsible for preparing all necessary documents included but not limited to, the *Preliminary Report*, the *Institutional Self-Study Report* including reports for all approved credential programs, sufficient copies of these reports for team members, all necessary back-up documents and files to support the *Self-Study Report(s)*, and any other materials deemed useful to the team by the institution. All materials sent to the Commission and to team members should be considered the property of the Commission. Any materials of value should be kept on campus in the document room.
4. The institution is responsible for providing sufficient space on campus for a private room for the team, a document room for all files and materials, space for all team members to conduct their interviews, access to telephones for team members required to make telephone interviews, and personal computers compatible with the Commission's to facilitate team writing. The institution is also responsible for assisting the CCTC/COA consultant in identifying an acceptable hotel in close proximity to the campus, arranging for meals for the team, if requested by the consultant, and arranging parking permits during the visit for team members.
5. The institution is responsible for making all necessary arrangements regarding the interview schedules. This includes providing parking for interviewees, assigning campus guides to direct individuals to their interview locations, arranging for back-up interviews, and ensuring that an adequate number of interviews are scheduled for the unit and all its programs. Institutions are encouraged to propose innovative arrangements for handling interviews (e.g., interactive audio and video connections or dispersed interview sites), but are strongly advised to ensure that sufficient numbers of interviews are scheduled across all key groups.

6. In the case of a re-visit or the visit of a specialized credential team, the institution is responsible for making the same type of arrangements as noted above for an original visit.
7. The institution is responsible for all expenses involved in attending a Committee on Accreditation meeting. In the event of an institutional claim of bias or failure to follow procedures, the institution must bear the cost of the making the appeal and attending any appeal hearings or meetings. If a re-visit is required as a result of the appeal, the standard division of responsibilities and costs apply.

## E. Preliminary Report

No less than twelve months before the scheduled visit, institutional officials prepare a *Preliminary Report* to be submitted to the team leader and the Commission staff consultant. This brief report describes the institutional mission and includes information about institutional demographics, special emphasis programs, and other unique features of the institution. The *Preliminary Report* is designed to help the Commission consultant and the team leader (in discussion with the dean or director) determine the type, size and complexity of the programs to be reviewed and the structure, size and expertise of the review team to be selected. The *Preliminary Report* includes, among other things, the following three components.

1. **Response to Preconditions.** In its *Preliminary Report*, the institution includes its response to accreditation preconditions established by state laws and the Commission. The institution must respond to preconditions for all credential programs offered by the institution.
2. **Indication of Selected Options.** In its *Preliminary Report*, the institution indicates the options it has selected for each credential program in the accreditation review. Institutions may select different options for different credential programs, as described in the *Accreditation Framework*.
3. **Special Characteristics of the Institution.** In its *Preliminary Report*, the institution notes any special characteristics about its credential programs that would affect the composition of the team, the organization of the visit, or the development of the team schedule. The offering of programs at multiple sites, the use of unusual delivery formats, and/or unusual staffing patterns are of particular interest to the Committee on Accreditation. Institutions with multiple-site programs must include specific information about the number and enrollment of all such programs, their past and current status, and the administrative relationships among these various locales and options. Institutions using a professional development school model should respond to this section of the *Preliminary Report*.

## F. Self-Study Report and Campus Exhibits

### Report Guidelines

No less than 60 workdays before the visit, the institution mails sufficient copies of its *Institutional Self-Study Report* to the team leader and the Commission staff consultant, who distributes copies of the report to each accreditation team member. The institution may choose to mail its *Self-Study Report* directly to team members, in which case the report should be mailed no less than 40 workdays before the visit. In responding to each applicable standard, the self-study report should emphasize quality considerations, educational rationales, and thoughtful program analyses.

*The Institutional Self-Study Report* has, at a minimum, the following items:

- Letter of Transmittal by President
- Letter of Verification by Dean or Director
- Background of Institution and its Mission and Goals
- Education Unit Mission and Goals
- Significant Changes in Education Programs since last review (with references to stipulations or weaknesses noted in last visit)
- Responses to Common Standards (with references to documents)
- Responses to Program Standards by Program Cluster (with references to documents). These responses will vary depending on the options selected by the institution.
- Abbreviated Faculty Vita organized by Program Cluster and by credential courses taught in the past two years.

All other background material and data should be placed in the document room on campus and referenced in the *Self-Study Report*. Institutions are encouraged to use graphic representations and other visual information in the *Self-Study* document. Institutions planning to use multi-media presentations should confer with the CCTC/COA consultant early in the planning process. The *Self-Study* should be relatively brief but must include responses to all the Common Standards and all standards for each approved credential program, following the options elected by the institution in its *Preliminary Report*.

### Supporting Documentation Required

In the document room on campus, the institution is required to assemble detailed materials that will verify and support the assertions made in the *Self-Study Report*. The following list of supporting documentation is not exhaustive; it is intended to be illustrative. The institution should tailor its supporting materials to its own mission and goals, organizational structure, and array of credential programs. The institution is also encouraged to utilize alternate means of presenting supporting materials including videotapes, CD-ROMs, wall displays, interactive computer programs, and audio tapes. If the institution makes use of alternate approaches to providing support, its representative should confer with the assigned consultant and the team leader to ensure that sufficient time is allocated within the master schedule to permit the full review and appraisal of the developed materials.

1. Complete vitas from all full-time faculty within the unit and within all approved credential programs.
2. Complete vitas from all part-time faculty who have taught credential courses in the past two years.
3. Information regarding recruitment and retention procedures for full-time and part-time faculty.
4. Information on support for full-time and part-time faculty including research, travel, and staff development support.
5. Information on recruitment and admissions procedures including the actual selection process for admission.
6. Copies of all advisement materials used in all credential programs.
7. Copies of student handbooks, supervisor handbooks and other relevant credential publications.
8. Copies of relevant budgets, including unit budgets, departmental budgets and program budgets, if available.
9. Institutional procedures on budget and faculty allocations.
10. Copies of recent catalogues and individual course syllabi  
(Note: where multiple sections of credential courses are offered, institutions should provide additional evidence that all sections of the required credential courses attend to the relevant standards).
11. Internship programs should provide evidence of district and bargaining representative agreements and other evidence that internship standards are being met.
12. Minutes of advisory group meetings or other evidence of collaboration and community involvement.
13. Evidence of on going, systematic, comprehensive program evaluation and improvement with specific evidence of changes made or contemplated as a result of this evaluation process.
14. Candidate assessment instruments and procedures with summary information on candidate evaluation results as appropriate.
15. Evidence of institutional commitment to and assessment of all field supervisors (individuals serving as cooperating teachers or others who serve as non-employee evaluators of candidates).
16. Evidence of leadership within the unit and leadership among the elements of the unit with particular attention to articulating a vision, fostering collegiality, delegating responsibility and authority, and advancing the stature of professional education within the institution.

### **Ways of Facilitating the Preparation, Organization, and Presentation of Supporting Materials**

The Committee on Accreditation uses a tri-partite process of evidence collection and evaluation. The *Institutional Self Study Report* constitutes the first element, the institution's assertion as to how it meets the Common Standards as well as the Program Standards it has selected. The second element in the collection and evaluation of evidence is the team's review and analysis of supporting documentation. The third element is the array of interviews conducted with individuals who know each program best -- its faculty, students, graduates, cooperating educators, and employers of graduates.

The supporting materials serve as verification of the assertions made in the *Self-Study Report*. Institutions are encouraged to ensure that the display of these materials is clearly linked to the appropriate standards. The institutional planners should encourage faculty and staff to begin to collect documents, hand-outs, and other programmatic materials early in the development process. Sorting and selecting materials is easier once all possible documents have been pulled together. In assembling the document room itself, institutions may wish to use one or more of the following organizational schemes:

1. Color-coding files or sets of documents by credential and/or by Common Standard.
2. Labeling documents by Standard number within a credential program or closely related set of credential programs.
3. Sorting materials in banker's boxes by credential.
4. Developing a computer search engine for electronic files and other electronic data.
5. Providing team members with "look-up only" capacity on campus computer system or personal computers provided to the team.
6. Providing information presented in the order in which students experience the credential program (i.e., recruitment and admission materials presented first, then curriculum materials).
7. Provide mock-ups of highly detailed student files that clearly show how curriculum, field experience, and candidate competence standards are met.
8. Story Boards, PERK Charts, organizational charts, or other visual display devices that depict aspects of the unit and its various credential programs.

Institutions are encouraged to use other presentation devices and approaches as may assist team members in understanding how the institution meets or exceeds all Common and Program Standards. Care should be taken to alert the consultant and team leader to any innovative methods being contemplated to ensure that the team will be properly advised before the visit begins.

## G. The Interview Schedule

An accreditation team makes its determinations and recommendation on the basis of the *Institutional Self-Study Report* and information collected while on campus. The team studies institutional documents, reviews support materials, and interviews individuals who have knowledge of the program and the quality of students enrolled and graduates in the work force. It is the institution's responsibility to set up the interview schedule for all team clusters in consultation with the CCTC/COA Consultant. Since the time available to the team is limited and Committee policy dictates that sufficient numbers of individuals from all constituent groups be interviewed, creating a workable interview schedule is a critical task for the institution and should receive as much attention as the preparation of the *Institutional Self-Study Report*.

## **1. Who Should be Interviewed by the Team**

Team members interview persons involved in the development and coordination of the programs, the preparation of the candidates, and the employment of graduates of the program. These interviewees come from the credential program and surrounding school districts. A list of persons who are typically scheduled for interviews is shown below.

### **Candidates (Check with Consultant before scheduling)**

Beginning Candidates (small number)

Middle of Program Candidates (larger number than Beginning Candidates)

Nearing Completion Candidates, especially those in student teaching and/or field experiences (majority of candidates interviewed)

### **Master Teachers/Supervisors**

Currently working with candidates or have worked with a candidate in the past year. If the professional development school model is used, then the bulk of the interviews should be with the cooperating faculty from that school(s).

### **Administrators**

From schools where candidates and student teachers are placed, and/or who assist with field work placements. These should be school sites where placements are routinely made.

### **Graduates**

Previous year and the year before that (whether using credential or not using credential) In cases where most graduates leave the area, it may be necessary to go back one more year or to provide correct telephone numbers to the team to ensure that a sufficient number of interviews are conducted.

### **Employers of Graduates**

School District Personnel Office Administrators

School Site Principals

### **Administration and Faculty of the Institution**

President (optional unless merged NCATE/COA visit)

Academic Vice-President

Chief Financial Officer of Institution

Dean of the College or School of Education

Chairs of the involved departments outside School of Education

Program Coordinators of credential programs

Field Supervisors in each credential program

Professors and Instructors from each credential program,  
(Full-time and Part-time)

Credential Analyst

Advisory Committee for credential programs



**NOTE:** The number of individuals to be interviewed will vary by category and program, and will depend upon program size, relative "importance", availability, and location of the interviewees. The CCTC/COA Consultant randomly selects interviewees. For a small credential program, generally everyone associated with the program will be interviewed. Specific problems with interview sample size must be discussed well in advance of the visit with the Team Leader and the CCTC/COA Consultant.

## **2. Selection of Interviewees**

The institution should begin assembling lists of potential interviewees at least the semester before the visit. Placement and Alumni offices should be consulted along with the Credential Analyst for the names of graduates, supervising teachers and personnel. The names of current students should be assembled as soon as practicable in the semester of the visit. Faculty who teach in the program should be alerted to the visit dates to prevent them from being off-campus. Special arrangements may be necessary for part-time faculty or faculty on early retirement or sabbatical leave. The lists of candidates, graduates, and master teacher/supervisors are sent to the CCTC/COA consultant who randomly selects the persons who will be invited to the interviews from those categories. These lists will be returned promptly so the institution can make the necessary contacts. Not all interviews will be conducted one-on-one. Candidates can be interviewed in small groups (3-10 students). Faculty and administrators should be interviewed individually. Telephone interviews, closed-circuit television, off-campus interview sites, and other innovative means of conducting the interviews are strongly encouraged, particularly on campuses where parking and travel are difficult or where graduates work at significant distances from the campus.

## **3. Review of Interview Schedules by Team Leader**

Interview schedules should be completed approximately three weeks before a visit. When the schedule is complete, it is sent to the CCTC/COA Consultant and the team leader for their final review. If an institution does not get the schedule completed in time for Consultant and team leader review before the visit, the review will occur on the afternoon or evening before the interviews begin. This may well cause complications if changes are requested, so institutions are urged to avoid this problem. Once any changes are made by the team leader, the schedule will be followed as distributed. Late additions to the schedule, if needed, should be clearly noted.

## **4. Additional Notes on Creating an Interview Schedule**

The interview schedule for each Cluster should be thought of as having 3-4 columns with one column for each cluster member. A time frame on the left margin gives the number of allowable slots for the interviews. Since faculty and institutional administration should have individual interviews whenever possible, the scheduler should be cognizant of teaching and travel schedules. Generally, all faculty who teach full-time in the program should be on campus for interviews during the visit. Programs with heavy

afternoon and evening classes will need to work with the CCTC/COA consultant to balance the time commitments of the team. Late afternoon of the first full day will be critical. If an institution does not absolutely need to make a morning site visit, it is possible to arrange for off-campus interviews at a school site with master teachers, area administrators, and graduates on the afternoon of the first full day. This could be very helpful to campuses where parking is difficult or where getting to campus is a problem. Institutions selecting this option should discuss the specific needs with the CCTC/COA Consultant well in advance of the visit.

The campus may also wish to combine an alumni event or some special activity to link with the return to campus of graduates, master teachers, and other field supervisors. A reception following the end of the interview period, the inclusion of returning graduates in a concurrent research project, or some other professional development activity, particularly when planned in conjunction with local schools, can increase attendance, make the whole process more useful, and build productive relationships with area schools.

The most frequent complaints from team leaders/members relate to lengthy introductions which delay the onset of the interviews, gaps in the interview schedule when not planned, significant imbalances in the numbers of interviews scheduled with graduates, employers of graduates, and other off-campus constituents, and insufficient privacy for sensitive interviews. Program representatives are urged to attend to these concerns.

Frequently, the actual schedule varies from the planned one as individuals cancel appointments at the last minute. Schedulers are urged to think about over-booking slightly to account for such realities. Avoid, if possible, scheduling one constituency (e.g., program graduates) into one afternoon. Entice off-campus constituents with additional reasons to make the journey to campus. A final option is to have a secretary available to make stand-by calls or to provide the names and telephone numbers of individuals who could be interviewed by telephone.

Given the importance of the interview process to the final team recommendation and the complexities of bringing large numbers of people on and off campus, institutional planning teams should begin early to develop plans for handling this element of the program evaluation.

## **H. Accreditation Team Visit Daily Schedule**

### **Introduction**

This section of Chapter Three provides a chronological review of an accreditation team visit. Each part of each day is identified and a brief statement is made regarding the essential activities to be completed in that time period. Institutions may request variations from this schedule and should confer with their assigned consultant early in the planning process if they wish to make significant changes.

## Day One (Part Day - COA only)

This day is typically a Sunday for merged NCATE/COA visits and regular COA visits. Institutions may request another schedule if they believe it will be beneficial to them.

1. **Team Leader and Cluster Leader Preparation (afternoon)** Leader preparation is usually conducted by a CCTC/COA consultant during the mid - afternoon of the day prior to the review.
  - The consultant reviews the responsibilities of the team leader, cluster leaders, and team members.
  - The consultant reviews COA accreditation procedures with the team leader and all cluster leaders.
  - Cluster leaders begin team briefing of *Self-Study Reports*. If a campus visit is desired, team leaders must inform CCTC/COA Consultant who will, in turn, arrange the visit with the institution.
2. **Institutional Reception (early evening)** Institutions may choose to host a reception for the accreditation team in the early evening of the day the team arrives. The purposes of this reception are to provide opportunities for informal conversation among team members and faculty, staff, and administrators from the institution, give attention to the ceremonial aspects of the visit, and provide overviews of the institution. A reception is not a required part of the COA accreditation visit (unless it is a merged visit with NCATE). The institution must bear the cost of a reception. Details of this optional part of the visit should be arranged during the preliminary discussions with the CCTC/COA Consultant.
3. **Cluster Orientation (evening)** The cluster orientation usually occurs in the evening of the day prior to the evaluation and after the informal reception (if one is held). The consultant provides a brief overview for all team members.
  - The cluster leader reviews the institutionally-selected standards that will be used during this visit with the team members.
  - The team cluster members develop questions related to each standard.
  - The cluster leader makes team member assignments to ensure that all standards will be covered in interviews, and by more than one person.

## Day Two (First Day on Campus)

This day is typically a Monday unless the institution has developed an alternative schedule (e.g., Tu. - Th. schedule)

1. Initial welcome of the team on campus by institutional representatives, if not completed the prior evening.

2. Overview of Department or School of Education and Credential Programs, if not completed the prior evening.
3. Clusters meet with Appropriate Program Faculty.
  - Faculty describe credential programs
  - Clusters request additional relevant materials
  - Clusters ask clarification questions on appropriate *Self-Study Report*
4. Team members meet with scheduled interviewees from all categories as per the prepared schedule.
5. Team reviews documents and other exhibits prepared by the institution.

### Evening of Day Two

6. Team meets to refine questions, shares findings across clusters, indicates areas of concern or questions to Team Leader, and plans for Day Three.

### Day Three

1. The Mid-Visit Status Report is given orally, usually 1/2 of the way through the accreditation visit. The Dean or Director of the unit determines institutional representation and the Team Leader determines accreditation team representation at this meeting. The team leader gives this report which is intended to provide an opportunity for the accreditation team to indicate specific areas of concern with the unit and its programs. The institution is given the opportunity to provide additional information to address the concerns of the team. Teams are not bound to the concerns expressed at this meeting as future interviews might add concerns or remove them. The intent of this meeting is to prevent the team from making judgments based on inadequate or inaccurate information. This meeting typically takes place early on the morning of the third day of the accreditation visit. The actual time of the Report may vary, depending on the organization of the visit, but in no event should it take place later than 1:00 p.m.
2. Scheduled interviews continue.
3. Team visits to school sites, if appropriate.
4. Team reviews documents.
6. Interviews, review of materials, etc.
7. Team meets at lunch to review progress.
8. Team continues fact finding.

### Evening of Day Three

9. On the basis of information collected and considered, the team meets to develop an accreditation team report based on the format described in this *Handbook*.

### Day Four

#### Morning

1. The team meets to complete its report and deliberate on its final accreditation recommendation.

#### Afternoon - Presentation of Team Report

1. The team report is duplicated for each team member, appropriate program faculty and administration.
2. An oral presentation of the team report is made to the faculty and administration by the team leader. At the team report session, the team leader and members will discuss the report, clarify any areas in question and resolve editing issues. Typically, the team leader reads the report, discusses the rationale for the accreditation recommendation, invites comments from team members and then opens the floor for questions and comments. This is not a time for debating the recommendation, submitting new data, or discussing team judgments. Institutional representatives are encouraged to seek clarification, point out any errors of fact, and suggest stylistic changes for team consideration.
3. The accreditation team report, as it will appear when presented to the Committee on Accreditation for its review and final decision, will be sent to the institution and team leader a week prior to the date of the Committee meeting.

## I. Special Circumstances

According to the *Accreditation Framework*, the Committee on Accreditation makes a single decision about the continuing accreditation of educator preparation at each institution, including a decision about the specific credentials for which an institution may recommend candidates. Because of that, the following special circumstances need attention:

### 1. Off-Campus Programs, Distance Learning Programs, Extended Education Programs and Professional Development Centers

Information about all sites where programs are offered must be a part of the planning for the accreditation visit. Interview data must be available from all sites. Members of the accreditation team may be asked to conduct visits to off-campus sites prior to the accreditation visit. In some cases, the team size may be increased to facilitate the gathering of data from multi-site institutions. It is expected that the Commission's standards are upheld at all sites where the

programs of the institution are offered. Information from the various sites will be a part of the accreditation decision made about the institution.

**2. Programs Not Assigned to the Education Unit** Even though a particular credential program may reside outside of the education unit at an institution, it will be included in the accreditation visit and will be affected by the single accreditation decision to be made about the institution. Pertinent information about those programs must be included in the Common Standards Report. It is expected that the education unit will be responsible for assuring certain aspects of program quality for those programs.

**3. Cooperative Programs Between Institutions** Since the accreditation decision is made about the education unit and all of its related programs, cooperative programs between institutions must be included in the accreditation visit and treated as a part of each institution's accreditation visit. An accreditation decision made at one institution that co-sponsors a cooperative program may be different than the decision made at another institution that co-sponsors the same program.

**4. Other Special Circumstances** As other special circumstances arise, the Committee on Accreditation will develop policies and procedures to address them.

## Chapter Four: Articulation Between State and National Accreditation

### Introduction

One of the objectives of the *Accreditation Framework* was to create a system of professional accreditation that enables institutions to reduce or eliminate redundancy between state and national reviews of the same programs. Institutions now have a number of options whereby state and national accreditation of an education unit can be accomplished in a single review that is based on the Common Standards, the national and the state accreditation teams and visits can be merged, and the national accreditation of a credential program can substitute for the state review of that program. Central to the above three options is the determination that the accreditation standards of the two entities are comparable.

The following elements of the *Accreditation Framework* govern articulation between national and state accreditation:

#### A. National Accreditation of an Education Unit

Upon the request of an institution, the accreditation of an education unit (school, college or department of education) by a national accrediting body will substitute for state accreditation under the Common Standards provided that the Committee on Accreditation certifies to the Commission that the national accrediting entity fulfills the following conditions.

1. The national accrediting entity agrees to use the Common Standards that have been adopted by the Commission .
2. The accreditation process of the national entity includes on-site reviews.
3. Accreditation teams represent ethnic and gender diversity, and include elementary and secondary school practitioners and postsecondary education members; a minimum of one voting member of each team is from California.
4. For continuing national and state accreditation in California, the national entity agrees to appoint a team that is equivalent in size and structure to an initial accreditation review team.
5. The period of accreditation is consistent with a five-year to seven-year cycle, or is compatible with the accreditation cycle established by the state.

## B. Merged State-National Accreditation Teams and Reviews

When the above conditions are met for accreditation of an education unit by a national accreditation body, an institution may apply for a merged team and visit for state and national accreditation under the Common Standards and the applicable Program Standards. In a merged visit, a single accreditation team serves the state and national accrediting bodies. The following policies apply.

1. The team has two co-leaders, one appointed according to state accreditation procedures and one appointed by the national accrediting body.
2. The Common Standards and groups of programs are reviewed by appropriate clusters of reviewers selected by the team co-leaders and the Commission's staff consultant. The cluster of members to review the Common Standards includes members appointed by the national body and at least one California member selected according to state accreditation procedures. Clusters of members to review the applicable Program Standards are selected according to Section 5 of this *Framework*.
3. The merged team for state and national accreditation represents ethnic and gender diversity.
4. The team submits a single report regarding all Common Standards and Program Standards to the Committee on Accreditation and the national accrediting body.

### Implementation of Sections A and B

The only national accrediting body which fits the description of the preceding two sections of the *Framework* is the National Council for Accreditation of Teacher Education (NCATE). Sections A and B of the *Framework* are implemented as a package. NCATE Accreditation Standards and the Common Standards have been judged as comparable, thus eliminating the need for a separate review of those standards by the state. Additionally, a merged state and national accreditation teams and visit are scheduled for state and national accreditation under the Common Standards and the applicable Program Standards. This merging is accomplished through the Partnership Agreement between the CCTC/COA and NCATE. The following is the description of the Partnership Agreement.

### Renewal of the Joint Partnership with the National Council for Accreditation of Teacher Education (NCATE)

Since 1988, the Commission and NCATE have had a "Joint Partnership Agreement." California institutions desiring joint or concurrent accreditation visits have been able to request such reviews during the past eight years. Presently, thirteen (13) institutions in California are NCATE accredited and have Commission approval.



With the adoption of *The Accreditation Framework*, the procedures for institutions desiring to maintain NCATE accreditation changed as the *Framework* provides for a different state and national accreditation process. The Committee on Accreditation considered the Joint CCTC/COA-NCATE Partnership Agreement under the provisions of the *Accreditation Framework* early in its activities. In December, 1995, the COA approved the Protocol for the renewal of the Partnership Agreement and all elements of the Partnership Agreement were submitted to NCATE. NCATE staff reviewed portions of the Partnership Agreement and submitted the COA proposed Partnership Agreement to the NCATE State Partnership Board which approved the COA Partnership Agreement at its October, 1996 meeting. The Partnership Agreement has been extended to the year 2001. Major elements of the Partnership Agreement between the COA and NCATE are as follows:

- California institutions are exempt from Folio Reviews.
- The twenty-five (25) page Report to NCATE is not required. It is replaced by the COA *Self-Study Report* on the Common Standards.
- All California visits will be merged visits.
- A single team will conduct the on-site accreditation visit. There will be two co-chairs for the visit, one selected by NCATE and one selected by the Executive Director of the Commission.
- The Common Standards will be reviewed by the Common Standards Cluster chaired by the NCATE appointed co-chair. The Common Standards Cluster will have 4 to 6 members depending on the size of the institution. Selected portions of the NCATE Standards will supplement the eight COA Common Standards.
- The Program Standards Cluster members will be recommended by the CCTC/COA consultant in consultation with the institution but selected by the Executive Director of the Commission.
- Team members will represent ethnic and gender diversity; and include elementary and secondary practitioners, and postsecondary education members.
- The team will prepare a single accreditation report including the findings of the Common Standards Cluster and Program Standards Cluster(s) members. The team will submit its report to the COA in the format approved by the COA. The Common Standards Cluster will submit a report to the Unit Accreditation Board of NCATE. The COA and NCATE will make separate and independent accreditation decisions.
- The period of accreditation will be consistent with a five to seven-year cycle.

For more details on the new State Partnership Agreement, see Attachment C.

## C. National Accreditation of a Credential Program

Upon the request of an institution, the accreditation of a credential program by a national accrediting entity will substitute for state review of the program provided that the Committee on Accreditation certifies to the Commission that the national accreditation entity satisfies the following conditions.

1. The accrediting entity agrees to use the adopted California Program Standards for the specific credential under Option 1, or the standards used by the national entity are determined by the Committee to be equivalent to those adopted by the Commission under Option 1.
2. The accreditation process of the national entity includes an on-site review of the credential program.
3. The accreditation team represents ethnic and gender diversity.
4. The accreditation team includes both postsecondary members and elementary and secondary school practitioners; a minimum of one voting member is from California.
5. The period of accreditation is consistent with a five-year to seven-year cycle, or is compatible with the accreditation cycle established by the state.

### Implementation of Section C

Under this provision of *The Accreditation Framework* an institution may request that accreditation by a national professional entity be substituted for the state COA accreditation procedure if the standards are deemed comparable, the national entity provides for an on-site review, and the national body meets the other requirements listed above.

Standards Comparability - In order to determine the comparability of standards, the COA took action in the Fall of 1995 to approve the following procedure:

The Commission Consultant that has responsibility for the work of a specific CCTC Credential Advisory Panel (i.e. reading, special education, school psychology) will select at least three representatives from the panel whose task it will be to compare the national standards with those of the CCTC to determine comparability. The three-member panel is to include members from K-12 and from higher education. The consultant and the panel members will provide the COA with an analysis of the comparability of the two sets of standards and will provide an appropriate recommendation. In the event that there may be questions, a member of the panel or the consultant will be present when recommendations are made to the COA.

A CCTC/COA Consultant followed the above procedure to determine the comparability or non-comparability of program standards approved by the CCTC with the standards of the national professional organizations and associations listed below. By December 1, 1996, the COA had participated in presentations by seven panels and had discussed, analyzed, and taken action on the comparability of standards for the following national professional organizations.

**Results of Comparability Studies of National Professional Standards  
with California Program Standards through December 1, 1996**

<i>Organizations</i>	<i>Standards</i>	
	<b>Comparable</b>	<b>Not Comparable</b>
ASHA (American Speech, Language and Hearing Association)	✓	
CACREP (Council for Accreditation of Counseling and Related Programs)	✓	
NAEYC (National Association for the Education of Young Children)		✓
NASP (National Association of School Psychologists)	✓	
IRA (International Reading Association)	✓	
ALA (American Library Association)	✓	
AASL (American Association of School Libraries)		
CEC (Council for Exceptional Children)	<b>Study not Completed.</b>	
ARE (Association for Education and Rehabilitation of the Blind and Visually Impaired, Orientation and Mobility Specialist)	<b>Orientation and Mobility</b> ✓	<b>Visually Impaired</b> ✓
APA (American Psychological Association)	✓	
ACD (Council on the Education of the Deaf)	✓	
NASN (National Association of School Nurses)		✓
<b><i>TOTAL NATIONAL ORGANIZATIONS</i></b>	<b>8</b>	<b>3</b>

Separately from this Accreditation Handbook, the COA has published the results of decisions regarding the comparability of the standards of national professional organizations with the Commission's approved program standards. The publications provide specific information regarding which California standards or portions of standards must be included when substituting national standards for the approved CCTC state standards. Interested persons should write to the CCTC for this publication.

**On-Site Accreditation Visits** -- Six national professional accrediting associations provide for on-site accreditation visits. They are:

- ASHA (American Speech, Language, and Hearing Association)
- APA (American Psychological Association)
- AER (Association for Education and Rehabilitation of the Blind and Visually Impaired)
- CED (Council on the Education of the Deaf)
- CEC (Council for Exceptional Children)
- CACREP (Council for Accreditation of Counseling and Related Programs)

Listed below, in the left column, are the five provisions noted in *The Accreditation Framework* for using on-site accreditation visits by a national accrediting body for a particular credential program.

### Comparability of Accreditation Procedures

Provisions of <i>The Accreditation Framework</i>	ASHA Accreditation Procedures	APA Accreditation Procedures	CACREP Accreditation Procedures	CEC Accreditation Procedures	AER Accreditation Procedures	CED Accreditation Procedures
1. The standards used by the national entity are determined by the COA to be equivalent to the credential program standards approved by the CCTC.	✓*	✓*	✓*	To be reviewed.	✓*	✓*
2. Includes an on-site accreditation visit.	✓	✓	✓	✓	✓	✓
3. The accreditation team represents ethnic and gender diversity.	✓	✓	✓	✓	✓	✓
4. The team includes post-secondary members and elementary and secondary school practitioners. A minimum of one voting member is from California.	✓**	✓**	✓**	✓**	✓**	✓**
5. The period of accreditation is consistent with a five to seven-year cycle.	✓	✓	✓	✓	✓	✓

The panels that compared the Commission's standards with the standards of national accrediting entities also made observations regarding the on-site accreditation process and procedures for the national associations listed above. If the COA determines that the accrediting procedures of the national associations have met the conditions listed in Section C, the COA may approve a "Memorandum of Understanding" with the national association to allow substitution of the national standards and the accreditation procedures of the national entity. The COA will publish the results of its efforts separately from this *Handbook*. This publication will

\* Are comparable with qualifications.

\*\* Agreed to in a Memorandum of Understanding

not be available until Spring, 1997. If individuals wish specific information prior to the publication of this document, they should contact the CCTC directly.

(In the event all of the five criteria listed under Section C are not met by the national accrediting entity, the institution may still use standards deemed comparable to California Program Standards for Program Standards Option 2 in Section 3 of *The Framework*.)

## Chapter Five: Conducting an Accreditation Visit

### Introduction

Chapter Four provides narrative descriptions of essential team activities that occur during the actual accreditation visit. This chapter also provides information about the types of accreditation recommendations teams may make, according to the *Accreditation Framework*, and gives operational implications for institutions of postsecondary education for each of the three accreditation options. Finally, this chapter sets out the appeal procedures to be followed if the institution believes that an accreditation team has failed to follow the procedures listed in this *Handbook* or has otherwise violated the *Accreditation Framework*.

### A. Key Team Activities

#### Team Leader/Cluster Leader Orientation

This activity is led by the CCTC/COA Consultant and is completed on the afternoon of the first day of the visit (typically a Sunday) unless otherwise scheduled by the institution. The purpose of this orientation is to refresh the training of the team leader and cluster leaders, to review any special characteristics of the visit, review the interview schedules to determine their adequacy, and to answer any questions these individuals might have. The team leader will make any necessary arrangements with the cluster leaders regarding the communication of findings, issues or concerns during the visit.

#### Team Meeting

The team meeting follows the orientation of the team leader and cluster leaders. At this meeting, introductions are made and house-keeping details such as travel claim forms, housing issues, and team transportation issues are taken care of by the CCTC/COA Consultant. The team leader reviews the visit, reminding team members of the type of visit (e.g., Merged NCATE/COA, COA only) and the array of standards being used by the institution (Options 2 through 5 of the *Accreditation Framework*). Typically, the team meeting concludes prior to an informal reception (if one is held). If there is no reception, the team has dinner, preferably together. After dinner, the team breaks into cluster groups to review the respective program level responses in the *Self-Study Report*, plan their interviews, and plan their program document review.

The team meets periodically throughout the visit, typically during meals, to share findings, raise concerns, alert the team leader to possible areas of concern, and to ensure full communication among the various cluster groups and the Common Standards cluster group. These meetings are private and should be conducted in a room or location away from representatives of the institution.

## Interviews and Data Collection

The accreditation team is limited to interview data collected while on campus and other data collected from the materials supplied by the institution. Team members may not collect data from other sources or use anecdotal information collected by them or others prior to the visit. In order for the team to make adequate judgments about each credential program, it is particularly important that sufficient faculty be on campus and available for interviews during the visit. In addition, the institution should have plans in place to account for individuals who do not attend scheduled interviews. Institutions may wish to "overbook" the interviews to account for "no - shows," but care should be taken not to overload the team with unscheduled interviews.

All information from the interviews is considered private and confidential. Any data or quotes used by the team will be reported anonymously or in the aggregate. All team member notes taken during the interviews or during document reviews are the property of the Committee on Accreditation and are to be collected by the CCTC/COA Consultant at the end of the accreditation visit and retained by the consultant for one calendar year after the visit.

## Additional Supporting Documentation/Exhibit Room

The institution is expected to set up a documents/exhibit room as a part of its preparation for the accreditation visit. The display room can be the same as the team meeting room or it can be a separate room for documents only. The display of materials should be clearly related to the Common Standards and the particular array of program standards selected by the institution and communicated to the COA via the *Preliminary Report*. Institutions are encouraged to use innovative approaches to the display of materials. All materials placed in the documents room remain the property of the institution.

## Resolution of Concerns

The CCTC/COA Consultant serves as a liaison between the institution and the team for the visit and is charged with resolving any concerns or problems related to COA procedures that may occur during the visit. Should any team member act in an inappropriate or unprofessional manner during the visit, either the team leader or the CCTC/COA Consultant will intervene promptly to ensure that the integrity of the accreditation process is not compromised. Institutional representatives need to be available throughout the visit should the CCTC/COA Consultant or the Team Leader have questions about the accreditation materials or documents prepared by the institution.

## Mid-Visit Status Report

The principal procedural safeguard used during the visit is the Mid-Visit Status Report given by the team leader on the morning of the third day of the visit. The purpose of this meeting is to provide an opportunity for the institution to respond to any concerns voiced by the accreditation team or any requests for additional information needed by the team to make its recommendations. This does not mean that the team will not find additional concerns later in the visit nor does it mean that the concerns noted will result in a particular team finding. The mid-visit status report is intended to give the institution time to respond to team concerns or potential errors in understanding before the team has completed its data collection.

Although the primary focus of the oral report will be on areas of concern or possible misperception, the team leader may indicate areas of strength as noted by the team. The institution may invite anyone it wishes to this meeting. The meeting is not intended to be a debate or discussion session. The CCTC/COA Consultant will monitor this meeting.

### Specialized Credential Program Review Team

In the event that the accreditation team determines that it cannot make a full and fair judgment about the quality and effectiveness of a credential program because the concerns require a level of expertise not possessed by the team, or insufficient time remains in the visit to make such a judgment, or because the cluster group feels otherwise inadequate to render a judgment about the specific credential program, the team leader must be consulted. If the team leader agrees that the cluster group has made a reasonable effort to arrive at a judgment about the credential program, the team leader may call for a specialized credential program team to be named to resolve the uncertainty before the accreditation team's final report and recommendation is submitted to the Committee on Accreditation.

The accreditation visit is concluded without an exit interview and presentation of the team's recommendations to the institutional representatives. The team leader and the CCTC/COA Consultant will confer with the Dean or Director as soon as practicable to make the necessary arrangements for the specialized credential review team visit, using the concerns or problems of the original cluster group as a guide for the focus of the specialized team visit. Once the specialized credential review team has made its site visit, its findings about that program will be transmitted to the leader of the original accreditation team who, in turn, will communicate with the members of the original accreditation team regarding the findings of the specialized review team. The original team will then arrive at a recommendation regarding the accreditation status of the institution. The team leader will communicate the team's recommendation to the institution, although not necessarily in person, and will forward the team report and recommendation to the Committee on Accreditation.

## B. Accreditation Team Report

Accreditation teams make their reports and recommendations to the Committee on Accreditation. Accreditation team reports indicate whether each applicable standard is met, include summary findings and a recommendation to the Committee, and may include educational recommendations for consideration by the institution. For a sample copy of an Accreditation Team Report, please see Appendix A.

Prior to making any recommendations about the accreditation status of the institution, the *Accreditation Framework* requires that the team make a determination as to whether each Common Standard and Program Standard has been judged by the team as met. The team leader is responsible for ensuring that the team has reviewed each applicable standard. The team makes one of four determinations about each standard. The findings on the Common Standards are reported individually. Specific comments that provide a rationale for the finding are presented for each Common Standard. Program Standards for each credential cluster will be reported on in the aggregate through the use of findings expressed in narrative form.



## Decision Guidelines About Standards

For each standard there will be one of four options:

- **Meets the Standard** . All of the elements of the standard are present and effectively implemented.
- **Meets the Standard Minimally: Qualitative Concerns** . All of the elements of the standard are present, but the quality of one or more of the elements is inadequate. Of the elements of the standard, one or more may be ineffectively or inadequately addressed.
- **Meets the Standard Minimally: Quantitative Concerns** . Elements specifically mentioned in the standard are missing. The cluster will identify in writing any of those elements.
- **Does Not Meet the Standard** . On balance, based on the evidence received, the institution or program has not effectively addressed and implemented the standard.

In all cases where a standard is less than fully met, the cluster will provide specific information about the deficiency and the rationale for their judgment.

## Development and Format of the Accreditation Team Report

Prior to the accreditation visit, team members receive copies of the accreditation standards being used by the institution, copies of the appropriate parts of the *Institutional Self-Study Report*, forms to assist in the review of documents, and instructions from Commission staff on preparations for the visit. Team members read the institution's response to each standard and develop questions they plan to ask during the visit.

The team meets on the afternoon before the visit (usually Sunday) for organizational activities and specific training for the visit. Cluster members are instructed to gather information on each standard relevant to that cluster so the cluster can make a specific determination about each standard. The cluster is provided with internal tracking forms to use which list each standard required for the *Institutional Self-Study Report*. The Team Leader has copies of the internal tracking forms for all clusters, and is responsible for seeing that each cluster gives the required consideration to each standard.

For the Common Standards, a specific finding about each standard is included in the Accreditation Team Report, along with a narrative explaining the basis for the finding. Deficiencies in standards may be confined to a particular program, or they may apply across all programs. For each Common Standard, the report may note particular Strengths/Commendations beyond the narrative supporting the finding on the standard and an opportunity to note particular Concerns or Weaknesses or Recommendations beyond the narrative that supports the finding on the standard. The team may also choose to make Professional Comments about one or more of the Common Standards, which will be added at the end of the report and are only for consideration by the institution. These Professional Comments are not binding on the institution.

As required in the *Accreditation Framework*, for each program area the team makes a decision about each standard, using the above decision options. The team keeps a record about each standard, but there is not a standard-by-standard format in the Accreditation Team Report. One section of each program report is for Findings on

Standards. If all standards are fully met, a statement to that effect will be included. Alternatively, the narrative describes any program standards that are not fully met and the basis for that determination. Where appropriate, the team may indicate that one or more standards have been met with distinction. This accolade should be reserved for situations in which the evidence suggests an unusually effective response to the standard or one that clearly reflects very high quality.

Program findings are followed by a section of the report listing Strengths/Commendations and another section that identifies Concerns or Weaknesses or Recommendations. As in the Common Standards report, the team may also choose to make Professional Comments about the program, which are added at the end of the report for consideration by the institution. The Professional Comments about credential program clusters are also not binding on the institution.

In developing the Accreditation Team Report, it is essential that the Team Leader facilitate communication between the various clusters. Cluster Leaders should keep the Team Leader informed of the progress of their clusters. When information is obtained that is relevant to another cluster's assignment, that information should be shared. There must be extensive consultation between clusters and much sharing of information. As much as possible, the noon meals should be eaten together as a team, so that information can be shared between team members. A formal meeting of the team is held on the evening of the second day (usually Monday) to discuss progress and share information about findings. Time on the third evening (usually Tuesday) and the fourth day (usually Wednesday morning) is set aside for additional team meetings and the writing of the team report. The Accreditation Team Report will normally be presented in the early afternoon of the fourth day (usually Wednesday).

After the report is written, the entire team meets on the third morning for a final discussion of the report and a decision about the results of the visit. This discussion centers on which accreditation recommendation is appropriate for the institution. Once the decision is made, a final copy of the Accreditation Team Report is prepared and duplicated. The Accreditation Team then conducts a public meeting with representatives of the institution, at which time the team presents its findings and recommendations in the form of a draft Accreditation Team Report to the Committee on Accreditation.

## C. Accreditation Team Recommendations

### ACCREDITATION

The team recommendation of Accreditation is defined as verifying that the institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards as selected by the institution pursuant to the options listed in the *Accreditation Framework*. The institution is judged to be effective in preparing educators and its credential programs are judged to be high in quality. This status can be achieved even if the team identified qualitative concerns about one or two Common standards or areas of concern identified within credential programs.

### Operational Implications

An institution that receives the status of "Accreditation" may continue all accredited credential programs for a period of five to seven years, and may propose new credential programs to the Committee on Accreditation at any time. The institution is not required to make additional reports to the Committee on Accreditation, and is not obligated to respond to any recommendations or comments made by the accreditation team in its report or the Committee on Accreditation in its deliberations. The institution is required to adhere to the standards that were the basis for the accreditation decision, as well as all state regulations. The institution may indicate in all publications and documents its continuing accreditation status, and the Committee on Accreditation will note its status in the Committee's annual report to the California Commission on Teacher Credentialing.

## **ACCREDITATION WITH STIPULATIONS**

The accreditation team may recommend two kinds of stipulations under the heading of Accreditation with Stipulations -- Accreditation with Technical Stipulations and Accreditation with Substantive Stipulations

### **Accreditation with Technical Stipulations**

The recommendation of Accreditation with Technical Stipulations by an accreditation team is defined as verifying that the institution has been found by the team to have Common or Program Standards not fully met, but the concerns or problems are of a technical nature that are defined as operational, administrative, or procedural concerns. The institution is determined to have overall quality and effectiveness in its credential programs and education unit, apart from the identified technical problems.

### Operational Implications

An institution that receives the status of "Accreditation with Technical Stipulations" may continue all accredited credential programs for a period of five to seven years, and may propose new credential programs to the Committee on Accreditation at any time. The institution is required to respond to all technical stipulations noted by the Committee on Accreditation, and to prepare written documentation that all stipulations have been solved. This report is to be sent to the Committee on Accreditation within twelve months of the visit. The Committee on Accreditation may ask the accreditation team chair or a Commission consultant to verify the accuracy and completeness of the institutional response. Typically, a re-visit to the campus by a team member is not necessary for this accreditation decision. The institution is required to adhere to the standards that were the basis for the accreditation decision, as well as state regulations. The institution may indicate in all publications and documents its continuing accreditation status, and the Committee on Accreditation will note its status in the Committee's annual report to the California Commission on Teacher Credentialing.

## Accreditation with Substantive Stipulations

The recommendation of Accreditation with Substantive Stipulations by an accreditation team is defined as verifying that the institution has been found by the team to have important deficiencies or areas of concern that are related to matters of curriculum, field experience, or candidate competence, or to the ability of the institution to deliver programs of quality and effectiveness. The institution is determined to have quality and effectiveness in some of its credential programs and/or elements of the education unit, but these findings do not outweigh the identified areas of concern. A substantive stipulation may require that a severely deficient program be discontinued.

### Operational Implications

An institution that receives that status of Accreditation with Substantive Stipulations may continue all accredited credential programs for a period of one calendar year, but may not propose new credential programs to the Committee on Accreditation during this time. The institution is required to respond to all substantive stipulations noted by the Committee on Accreditation by preparing written documentation demonstrating that all stipulations have been resolved. The institution will work with the original consultant to prepare for a focused re-visit that will address the stated concerns of the accreditation team. The report of the re-visit team is to be received by the Committee on Accreditation within twelve months of the initial visit.

In cases where a team recommends that a severely deficient program be discontinued, the Committee on Accreditation may require the institution to file a plan for program discontinuation within 60 days according to the procedures outlined in Chapter One, Section C.3 of this *Handbook*. The discontinuation plan must address the needs of current students and provide evidence that the institution will admit no students to this program after the end of the semester or quarter in which the original visit occurred.

The institution is required to adhere to all applicable standards and state regulations. The institution must indicate to current and entering students its accreditation status. The Committee on Accreditation will note its status in the Committee's annual report to the California Commission on Teacher Credentialing. Once all stipulations are removed, the institution is granted Accreditation, may continue all accredited credential programs for a period of four or five years and may propose new credential programs to the Committee on Accreditation.

## DENIAL OF ACCREDITATION

The recommendation of Denial of Accreditation by an accreditation team is defined as a proposal to withdraw authority to operate credential programs at that particular institution because the team found compelling evidence that the institution has routinely failed to meet the Common Standards and Program Standards to a level that the competence of the individuals being recommended for credentials is in question. The institution is determined not to have minimal quality and effectiveness in its credential programs and general operations. A recommendation for Denial of Accreditation occurs when the team has evidence that closing all credential programs and requiring an interim planning and re-structuring period is the most viable solution to the problems encountered.

If an institution receives a finding of substantive stipulations as a result of an accreditation visit and the re-visit team finds that the stipulations have not been resolved, the re-visit team must, according to the *Accreditation Framework*, recommend Denial of Accreditation. The Committee on Accreditation may, if requested by the institution, permit an additional period to remedy severe deficiencies if the Committee finds (a) substantial progress has been made and/or (b) special circumstances described by the institution justify a delay.

#### Operational Implications

An institution receiving Denial of Accreditation is required to cease admissions to all credential programs at the end of the semester or quarter in which the Committee on Accreditation decision takes place. The institution is required to file a plan of discontinuation within 90 days of the Committee's decision. The plan includes information and assurances regarding the institution's effort to place currently enrolled students in other programs or to permit students to complete their programs during the semester or quarter following the Committee's action. The institution is required to announce that its accreditation for educator preparation has been withdrawn. Following Denial of Accreditation, the institution is enjoined from applying for Committee accreditation for two years. To reinstate its accreditation, an institution is required to make a formal application to the Committee on Accreditation, which includes the submission of an *Institutional Self-Study Report* that shows clearly how the institution has attended to all problems noted in the team report that recommended Denial of Accreditation. If the Committee on Accreditation reinstates the accreditation of an institution, the Committee schedules a full accreditation visit within two years.

### **D. Concluding Activities and Team Report**

The presentation of the team report is typically held during the early afternoon of the last day of the team visit. The team report is duplicated for each team member, and for program faculty and administration members as determined by the Dean or Director. If possible, time will be allotted for the reading of the team report prior to the meeting. The format of this meeting is an oral presentation of the team report by the team leader. Typically, the team leader reads the report, discusses the rationale for the accreditation recommendation, invites comments from team members, and then opens the floor for questions and comments. This is not a time for debating the recommendation, submitting new data, or discussing the team's judgment. Institutional representatives are encouraged to seek clarification, point out any errors of fact, and suggest stylistic changes for team consideration. The team will decide if it wishes to make any changes in the report.

In the case of a merged NCATE/COA visit, the team findings that apply to NCATE standards may not be shared with the entire faculty of the institution, but may be presented to the Dean or Director privately. The NCATE report is prepared and submitted to the Unit Accreditation Board in accordance with NCATE policy. The institution prepares its rejoinder as described in NCATE policy. The decision of the NCATE Unit Accreditation Board will be made separately from the decision of the Committee on Accreditation.

The accreditation team report, as it will appear when presented to the Committee on Accreditation for its review and final decision, is sent to the institution and team leader one week prior to the date of the Committee meeting.

### Evaluation of Accreditation Process and Personnel

Upon departure from the campus, the CCTC/COA Consultant provides the institution with an evaluation instrument that covers all aspects of the visit, ranging from the initial contact through the report presentation. The instrument contains both Likert scale and open ended questions, and requests recommendations for improving the accreditation process. To assist in the quality of the Board of Institutional Reviewers, the Dean or Director also receives forms for evaluating each member of the accreditation team. These data will be considered by the Executive Director of the California Commission on Teacher Credentialing when decisions are made regarding retention of individuals on the Board of Institutional Reviewers and identification of individuals able to assume the role of Cluster Leader and/or Team Leader. If the institution has concerns about the performance of the CCTC/COA Consultant, the Director of the Professional Services Division of the California Commission on Teacher Credentialing should be contacted.

## E. Appeal Procedures

### Introduction

At the end of an accreditation visit, the accreditation team conducts an exit interview with representatives of the institution, at which time the team presents its findings and recommendations in the form of a report to the Committee on Accreditation. The Accreditation Team Report indicates whether each applicable standard is met, includes summary findings and a recommendation to the Committee. The team recommends "Accreditation," or "Accreditation with Stipulations," or "Denial of Accreditation." The team report is then forwarded to the Committee on Accreditation and scheduled to be presented at a COA meeting as soon as possible after the visit.

A two-level appeal process has been developed in the event that the institution or the accreditation team feel that recommendations were made or actions were taken based upon bias, arbitrariness, capriciousness or unfairness, or that the recommendations made or actions taken were contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee on Accreditation (which are set forth in this *Handbook*). The professional judgment of the team or the Committee may not be the subject of an appeal. Further, information related to the quality of credential programs or the institution which was not previously provided to the accreditation team may not be introduced into the appeal process. At the first level, the institution may appeal the accreditation team report or recommendation to the Committee on Accreditation. At the second level, the institution or the accreditation team leader may appeal the decision of the Committee on Accreditation to the California Commission on Teacher Credentialing.

The appeal procedures set forth in this section are based on the relevant provisions of the Education Code and the *Accreditation Framework*, which may be found in Appendix C.

## Procedures

### Level One - Appeal to the Committee on Accreditation

1. Within twenty business days after an accreditation visit, the institution may submit specific evidence to the Executive Director of the Commission that the team demonstrated bias or acted arbitrarily, capriciously, or unfairly or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee (which are set forth in this *Handbook*). Information related to the quality of one or more credential programs or the education unit that was not previously provided to the accreditation team may not be considered by the Committee.
2. The Executive Director determines if the information submitted by the institution responds to the criteria for appeal listed above in paragraph 1. If it does, the Executive Director forwards the appeal to the Committee on Accreditation. If it does not, the institution is notified how the information does not respond to the criteria and is given ten business days to re-submit the appeal to the Executive Director.
3. To hear an institutional appeal, the Co-Chairs of the Committee on Accreditation appoint an Appeal Subcommittee of four members (two from the K-12 sector and two from postsecondary education) to study the Accreditation Team Report, consider the written evidence provided by the institution, study the written response from the team, hear an oral statement by the Team Leader, and hear an oral statement by an institutional representative.
4. The Appeal Subcommittee recommends one of the following actions to the Committee on Accreditation:
  - a. Adopt the Team Recommendation.
  - b. Make a different decision than the one which was recommended by the Accreditation Team.
  - c. Assign a new team to visit the institution and provide a recommendation on its accreditation. (This would happen in the event that the Committee decides that the Accreditation Team or a cluster of the team acted with bias, arbitrariness, capriciousness, unfairness, or committed a violation of the *Framework* or the *Handbook* that leaves in doubt the most appropriate decision to be made about the accreditation status of the institution.)
5. The Committee on Accreditation makes an accreditation decision about the institution, on the basis of all evidence that is available and relevant, including the Accreditation Team Report, the written statement by the institution, the written statement by the team, and the recommendation of the Appeal Subcommittee.
6. The Executive Director communicates the Committee's decision to the accreditation team and the affected institution.

## Level Two - Appeal to the California Commission on Teacher Credentialing

1. Within twenty business days of the Committee on Accreditation decision to deny accreditation or accredit with stipulations, the institution may submit evidence to the Executive Director of the Commission that the decision made by the Committee on Accreditation was arbitrary, capricious, unfair, or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee (which are set forth in this *Handbook*). Information related to the quality of one or more credential programs or the education unit that was not previously provided to the accreditation team may not be considered by the Commission.
2. Within twenty business days of a Committee on Accreditation decision that differs from the team recommendation, the team leader may file a dissent with the Executive Director of the Commission. The team leader may allege that the Committee did not give appropriate weight to factual evidence that was considered by the team, or that the decision made by the Committee on Accreditation was arbitrary, capricious, unfair, or contrary to the policies of the *Accreditation Framework* or the procedural guidelines of the Committee.
3. The Executive Director determines if the evidence submitted by the institution responds to the criteria for appeal listed above in paragraph 1 or if the dissent filed by the team leader responds to the criteria for dissent listed above in paragraph 2. If it does, the Executive Director forwards the appeal or dissent to the Commission. If it does not, the institution or the team leader is notified how the information does not respond to the criteria and is given ten business days to re-submit the appeal or the dissent to the Executive Director.
4. The appeal or dissent is presented to the Preparation Standards Committee of the Commission.
5. In the case of an institutional appeal to the Commission or a team leader dissent, the Preparation Standards Committee studies the Accreditation Team Report, the written evidence provided by the institution, the written dissent from the team leader, and a written report by the Committee on Accreditation. The Preparation Standards Committee also hears oral statements by an institutional representative, the team leader or a Committee on Accreditation Co-Chair, if any of these individuals request to speak. The Preparation Standards Committee then makes its recommendations to the Commission for final action.
6. In resolving the appeal or dissent, the Commission takes one of the following actions:
  - a. Sustain the accreditation decision made by the Committee on Accreditation.
  - b. Overturn the accreditation decision and make a different decision than the one which was made by the Committee on Accreditation.
7. The Executive Director communicates the Commission's decision to the Committee on Accreditation, the accreditation team, and the affected institution.



## **F. Committee on Accreditation Actions**

### **Committee on Accreditation Decision**

The formal decision regarding an institution of higher education shall be made at a regularly scheduled meeting of the Committee on Accreditation and duly noted in the agenda in accordance with State of California policies on meetings of public agencies. Any member of the Committee with a conflict of interest, as defined in the state administrative manual, related to an accreditation decision will recuse himself/herself when that agenda item is considered by the Committee. The agenda item will include summary information about the institution and the visit prepared by the CCTC/COA Consultant along with the team report. The team leader will be present at the COA meeting to answer questions from the members of the Committee. The institution will be informed of the meeting date and probable time should a representative wish to attend. The order of the COA agenda shall permit institutional representatives to attend the meeting without incurring the costs of an overnight stay. If an appeal has been filed in accordance with COA procedures, an institutional representative will be expected to attend.

The agenda item will be presented by the CCTC/COA Consultant who assisted in the preparation and conduct of the visit. The Team Leader will provide additional comments as appropriate. If present, the institutional representative will be invited to comment. Members of the Committee will ask questions and seek clarification if necessary. When ready, a motion will be made and seconded in accordance with the COA's adopted procedures and a voice vote taken.

### **Notification Letter**

Upon completion of the regularly scheduled Committee on Accreditation meeting, staff will be directed to prepare a notification letter to be sent to the Chancellor or President of the institution summarizing the decision of the Committee with copies to the appropriate Dean or Director. The notification letter will provide information regarding the operational implications of the accreditation decision made by the Committee and the appeal procedures available to the institution.

## Chapter Six: Accreditation Team Member Information

### Introduction

This chapter focuses on the individuals who actually conduct accreditation visits and the principles that guide them. The responsibilities of team members are presented along with advice about serving in this critical role. Individuals selected for the Board of Institutional Reviewers will have received specialized training prior to service on an accreditation team. The information presented in this *Handbook* is designed to reinforce that formal training and to provide other interested parties with an understanding of the responsibilities and duties of accreditation team members.

### A. Purposes and Responsibilities of Accreditation Teams

Accreditation teams are expected to provide the Committee on Accreditation with information to determine if the colleges and universities of California fulfill adopted standards for the preparation of professional educators. Accreditation teams are expected to focus on issues of quality and effectiveness across the institution as well as within all credential programs. An accreditation team is expected to make its professional recommendation to the Committee on Accreditation on the basis of the preponderance of evidence collected from multiple sources (e.g., document review, *Institutional Self-Study Report*, interviews across several interest groups) during the site visit. Site visits include off-campus programs as well as the main campus. Accreditation teams make judgments based only on evidence collected during the visit, and they value all strands of information equally. Specifically, accreditation teams have the following purposes:

1. To determine if the institution meets the adopted Common Standards of the *Accreditation Framework* and the appropriate standards for each of its credential programs, based on the institution's *Preliminary Report*.
2. To assess the quality and effectiveness of the institution and its programs by: a) reviewing the institution's *Self-Study Report* in light of the adopted standards; b) interviewing credential candidates, program graduates, employers of graduates, field experience supervisors, and program faculty and administrators; and, c) reviewing materials, such as course syllabi, student records, reports of follow-up studies and needs analyses.
3. To identify institutional and program strengths and weaknesses and to make recommendations for improvement for the institution's consideration.
4. To recommend to the Committee on Accreditation either Accreditation, Accreditation with Stipulations, or Denial of Accreditation for the institution and all its credential programs.

## B. Responsibilities of Accreditation Team Members

### 1. Read the *Institutional Self-Study Report*

Approximately sixty workdays before the visit, each team member will receive a copy of the *Institutional Self-Study Report*. Depending on the organization of the team, as determined by the CCTC/COA Consultant, the team leader, and the institutional coordinator, team members might receive only the portion of the *Institutional Self-Study Report* that covers their particular area of expertise. In responding to each applicable standard, the self-study report should emphasize quality considerations, educational rationales, and thoughtful program analyses. Typically, the *Institutional Self-Study Report* includes, but is not limited to, the following components:

- Letter of Transmittal by President
- Letter of Verification by Dean or Director
- Background of Institution and its Mission and Goals
- Education Unit Mission and Goals
- Significant Changes in Program Since Last Review  
(This section should include the findings of the previous COA or NCATE accreditation team visit, as appropriate)
- Institutional Responses to the Common Standards
- Institutional Responses to Program Standards, Grouped by Program Cluster (Specific standards will vary depending on the *Preliminary Report*)
- Abbreviated Vitas/Resumes of Faculty, Organized by Program Cluster (including courses taught in past two years)

The *Institutional Self-Study Report* should make reference to documents housed in the exhibit room and should keep appendices to a minimum. The *Report* should be prepared and edited to facilitate readability. Institutions are urged to use graphs, charts, flow diagrams, or methods of displaying information other than narrative text.

### 2. Participate in All Team Meetings

Members of the accreditation team are expected to arrange their travel so as to arrive at the team's hotel in time for all organizational meetings. Team members are not permitted to schedule any professional or personal activities during the team visit, and should limit telephone calls to those of an emergency nature. Team members are expected to travel together, dine together, and be available for meetings throughout the term of the visit. Team members should plan to work every evening. Finally, team members must not leave the host campus prior to the presentation of the team's report at the Report Presentation. Any exceptions must be discussed with the CCTC/COA Consultant or the Team Leader ahead of time. Accreditation teams work on a consensus basis. Team members are expected to participate in meetings in that spirit.

### 3. Conduct All Assigned Interviews

Team members will be assigned to a series of interviews by the Cluster Leader or Team Leader. Team members should review the interview schedule and make adjustments to it based on review by the Cluster Group. Under no circumstances is a team member permitted to cancel a scheduled interview or to miss a scheduled appointment. The institution being accredited has gone to substantial effort to produce the requisite number of interviewees, and team members must respect that effort by conducting the interview as scheduled. Any unusual events or problems regarding the interviews should be discussed with the team leader or the CCTC/COA Consultant.

### 4. Review Appropriate Supporting Documentation

Team members will be assigned time to review documents and materials in the exhibit or document room in accordance with the prepared interview schedule. Team members are expected to review all materials referenced in the *Institutional Self-Study Report* first and then review other materials during scheduled document review times. All supporting documentation is the property of the institution and may not be removed from the campus by team members. Team members may, at the conclusion of the visit, request copies of materials or make purchases as indicated by the host institution. Since the accreditation process calls for a recommendation based on a balanced review of all available information, team members should ensure that they are as familiar with the supporting documentation as they are with the interview data.

## C. Roles of Accreditation Team Members

### 1. Team Leader

The Team Leader is in charge of the accreditation team and is expected to work with the CCTC/COA Consultant and the institutional contact person to make decisions about the *Preliminary Report*, to work with the CCTC/COA Consultant on team structure and the interview schedule, and to represent the Committee on Accreditation while on campus. The Team Leader handles all team meetings once the visit has begun, chairs the Mid-Visit Status Report for the accreditation team, makes the writing assignments for the team, chairs the team's accreditation decision-making process, oversees the preparation of the team's report, and chairs the Report Presentation. The Team Leader is charged with handling any problems that might occur during the visit, in cooperation with the CCTC/COA Consultant. The Team Leader will have leadership experience in educational settings and will have substantial knowledge and experience in qualitative evaluation procedures and accreditation processes.

## 2. Cluster Leader

The Cluster Leader is charged with the responsibility of managing the review of a set of related credential programs or Common Standards. The Cluster Leader works with the Team Leader to ensure that the cluster conducts all interviews, examines all relevant documents, and makes determinations about all standards selected for the credential programs in the cluster. The Cluster Leader for a set of credential programs is also charged with conferring with the Common Standards Cluster Leader about issues or concerns that might affect the findings on the Common Standards. The Cluster Leader also apprises the Team Leader of areas of concern or areas where more information is needed in preparation for the Mid-Visit Status Report. Cluster Leaders will have substantial experience with the credential area being reviewed and will have experience with general qualitative review procedures.

## 3. Cluster Members

Cluster Members are charged with the task of reviewing a set of related credential programs and making decisions about the selected standards that are being used to evaluate those programs. They participate in making a recommendation to the Committee on Accreditation about the accreditation of the institution and its credential programs. Cluster Members are expected to conduct all interviews, review all documents referenced in the *Institutional Self-Study Report*, familiarize themselves with the other supporting documentation, and participate fully in all cluster and team meetings. All Cluster Members have writing responsibilities during the visit. Cluster Members have knowledge and experience in the credential area they are reviewing.

## D. Preparation for an Accreditation Visit

1. The Team Leader should contact all cluster leaders to ensure they have received all materials and to determine if they have any questions about the visit. Cluster Leaders should contact Cluster Members to ensure they have received all materials and to determine if they have any questions. Cluster Members should contact their Cluster Leader if they have questions or do not receive their materials 40 workdays prior to the scheduled visit.
2. Team members should read their documents carefully, making notations where they have questions or concerns or require clarification. Team members should begin to write interview questions based on their reading of the *Self-Study Report*.
3. Team members will receive instructions from the CCTC/COA Consultant regarding their travel plans. Team members should make those arrangements quickly, following the guidelines on arrival and departure times noted above.
4. Dress on an accreditation visit is professional. Team members should also bring casual clothes for evening team meetings. Most hotels now have exercise areas, so those who wish to exercise should bring appropriate clothes.

5. Although personal and professional telephone calls should be kept to an absolute minimum, team members should leave the hotel telephone number and the campus telephone number so they can be contacted in an emergency.
6. If a team member has allergies, particular housing needs, or other special needs, the CCTC/COA Consultant should be contacted as soon as possible so alternate arrangements, if possible, can be made.

## **E. Conflict of Interest, Professional Behavior, and Ethical Guidelines**

### **1. Conflict of Interest**

The Committee on Accreditation will not appoint a team member to an accreditation team if that person has had any official prior relationship with the institution. This can include, but is not limited to, employment, application for employment, enrollment, application for admission or any of these involving a spouse or family member. Moreover, team members have a responsibility to acknowledge any reason that would make it difficult for them to render a fair, impartial, professional judgment. The list of team members is sent to the institution prior to the visit. If the institution does believe one or more team members may have a conflict of interest, the CCTC/COA Consultant should be notified as soon as possible. The institution may subsequently file an appeal with the Committee on Accreditation if it believes a conflict of interest exists for a team member. The Director of the Professional Services Division of the Commission on Teacher Credentialing will not assign a CCTC/COA Consultant to an institution if the consultant has been employed by that institution, applied for employment to that institution, been an enrolled student at the institution, or otherwise had a prior relationship that would adversely affect the visit. Finally, members of the Committee on Accreditation are required to recuse themselves if they have any connections to an institution that is before them for an accreditation decision.

### **2. Professional Behavior**

Team members are expected to act professionally at all times. Intemperate language, accusatory questions, hostile behavior, or other actions or deeds that would detract from the quality of the accreditation visit are not permitted. Any such conduct will bring a reprimand from the Team Leader and possible disqualification from the Board of Institutional Reviewers. As representatives of the Committee on Accreditation, team members and the CCTC/COA Consultant are expected to comport themselves with dignity, cordiality, and politeness at all times. Institutions will evaluate the performance and conduct of all team members and these evaluations will be used to determine which individuals continue as members of the Board of Institutional Reviewers.

### 3. Ethical Guidelines

The Committee on Accreditation requires all team members to adhere to the highest standard of ethics during a team visit. Interviews are to be held in strict confidence. Team sessions are also confidential and are not to be shared with non-team members. On the other hand, the presentation of the Mid-Status Report and the presentation of the Final Team Report and Exit Interview must be public and open. The meetings of the Committee on Accreditation must follow all public meeting laws.

## F. Accreditation Team Member Advice

For information on the role and responsibilities of a Team Leader, please see Chapter 7, Effective Team Leadership.

### On Being A Cluster Leader

The role of a cluster leader is similar to that of the team leader but of a more focused nature in that the cluster leader is responsible for the review of a specific set of related credential programs or the Common Standards. The cluster leader is typically an experienced accreditation team member with expertise in the credential area assigned to the cluster. A cluster leader may have responsibility for a set of closely related credentials (e.g., Multiple and Single Subject Credentials) or may be asked to lead a cluster that is responsible for a broad array of related credentials (e.g., all service credential programs offered by the institution). The cluster leader is responsible for the following:

- ensuring that all cluster members have read the *Institutional Self-Study Report* for the assigned programs;
- reviewing the interview schedule for the assigned programs to ensure full and appropriate coverage;
- assigning cluster members to appropriate interviews;
- chairing all meetings of the cluster group;
- conferring with the team leader and/or CCTC/COA Consultant about any problems;
- sharing concerns and issues across cluster groups as appropriate;
- providing information to the team leader for the Mid-Visit Report;
- maintaining the standards checklist for the cluster to ensure that all relevant program standards are reviewed;
- chairing the standards decision-making sessions for the cluster;
- chairing the report writing sessions for the cluster;
- completing the cluster member evaluation forms; and
- collecting all evaluation forms, interview materials, and expense claim forms and delivering them to the CCTC/COA Consultant.

## On Being an Effective Team Member

California law requires the Committee on Accreditation to ensure that all professional programs of educator preparation meet the statutory requirements in law and adhere to standards of quality that have been established by the Commission. The process for meeting these obligations includes periodic campus visits by teams of people who are drawn from the ranks of classroom teachers, higher educators, school administrators, and school board members. The colleges and universities in the state have been placed on a five to seven year cycle of visits. Annually, then, the Committee on Accreditation staff arranges reviews of approximately 12-13 institutions.

The task of the team is to make a professional judgment about the effectiveness and quality of the institution and its professional preparation programs according to the adopted standards of the Commission on Teacher Credentialing or equivalent standards as determined by the Committee on Accreditation. The team begins its work by carefully reading the *Institutional Self-Study Report* prepared by the institution's faculty. The team then conducts site interviews with a wide variety of individuals involved in the program including faculty and administrators, students, graduates, supervising teachers, cooperating school administrators, employers of graduates, and advisory board members. Additionally, the team reviews documents and institutional records provided to them. From this evidence, the team makes an overall recommendation about the accreditation status of the institution, specific comments on all standards, particularly those not fully met, and general comments about each credential program's strengths and weaknesses as well as ideas for institutional consideration that emerged from the team visit. This recommendation of a group of fellow professionals, the final Team Accreditation Report, is transmitted to the Committee on Accreditation for official action and may require the institution to take corrective action in order to remain an accredited institution under California law.

Given the critical importance of this process to both the institutions being visited and the State of California, all team members are expected to conduct themselves in a professional manner and adhere to the task at hand. What follows are a series of suggestions for being an effective team member.

### Before The Visit

1. You will receive the institutional self-study document before the visit. While CCTC/COA staff tries to ensure that you get your copy 60 workdays before the visit, delays do occur. Please try to control your schedule so that you have read the document thoroughly **BEFORE** you arrive at the initial team meeting. It is best to have read the document once for over-all understanding and at least a second time with pencil in hand, taking notes in the margins or on a separate piece of paper regarding questions you have or items of clarification you need.
2. The self-study document represents the institution's statement of how its credential programs meet each standard. Specific statements on the policies, procedures, and curriculum of the programs should be evident. References to material available elsewhere should also be clear. Review the standards before reading the document and remember that you are to assess the institution and its programs only in light of these standards. As you read the document, try to frame questions you would ask various groups of people (students, graduates, faculty).



Decide what questions you will ask them i.e., policies, procedures, curriculum, and normal practices. If items are unclear, make notes for later questions for the program administrator or faculty. Be sure to share these concerns with your cluster leader. Make an overall assessment of the documents as an accurate depiction of the programs. For example, could you describe these programs to someone else on the basis of the document or are there missing pieces about which you want more information? These ideas should be jotted down so you can share them with other team members.

## During the Visit

3. Be prepared to discuss the *Institutional Self-Study Report* at the first meeting of your team and cluster group. The cluster leader should help you organize your questions and focus them to ensure you obtain useful responses. Listen to your fellow team members to see if there are common questions about the report and its usefulness. Be willing to express your own views. While common concerns will generate common questions, differences among the team members in assessing the institutional report may also produce useful questions for the interviews.
4. During the organizational meeting, expect to review and discuss the definitions of standards, questions, concepts of quality and effectiveness, and examples of standards judged to be met minimally, or fully met found in this *Handbook*. This should reduce later confusion and help your team develop a common "yardstick."
5. Do not set your views in concrete. The document serves as a "jumping off point" for the interviews to come. Hold your final judgment until you have accumulated information from all information sources concerned with these professional preparation programs. Remember to avoid imposing your own biases on the program. The COA is interested in **beginning** teacher/educator competence, and does not expect credential candidates to possess the skills and knowledge of veteran teachers.
6. Be sure to check periodically with other team members about variations in responses you are getting. Try to use follow-up questions to pursue those variations and put questions about such issues early in your interviews. Take objective notes and summarize them periodically during the day.
7. Do not schedule any personal business during a visit. There is no time allocated for it and you will cause significant problems for other team members if you are not fully available from the beginning of the visit until the end.
8. Plan to have most of your meals as a team. If your personal habits are at variance with other team members (i.e., you arise at 5 a.m.) try to develop a compromise so that you have maximum time to discuss team concerns. Travel to and from the site together, if possible, so that you can check your perceptions with other team members.
9. You will need to work every evening of the visit. Work with your cluster leader on a plan for handling evening meals and scheduling work sessions. The night of the last day of interviews is a critical time. You should return to the work area early that evening prepared to review your findings, make decisions about standards, and, possibly, begin the writing process. This is **not** the night to plan a multi-course gourmet meal.

## Writing the Report

10. Before writing the report, you and your cluster group will discuss each standard and make a consensus determination using one of three available categories: Met, Met Minimally (either Quantitatively or Qualitatively), or Not Met. It is critical that your assessment take into account the evidence you accumulated and only the evidence. The fact that you have evidence from a number of people from various sources (students, faculty, supervising teachers, employers, graduates, and documents) is important in making your final decision. Be certain you have a copy of the standards with you to refresh your memory. If your group decides that a standard is not met or is met only minimally, you must be able to document what evidence led your group to that judgment.

Since groups are expected to use a consensus model in making their decisions, group members should strive to be mutually supportive. Respect the viewpoint of other members and focus on the information that you all gathered. This is not a "cut and dried" process; rather, it requires you to make holistic assessments based on the overall weight of the evidence.

11. If you are asked to write sections of the report, use simple sentences, active verbs, and clearly defined subjects. Be sure to reference the evidence your cluster collected during its interviews and document reviews. No one expects great literature; basic declarative prose is perfectly acceptable. You can help the Committee on Accreditation and the institution by being specific about the group's judgments of program quality, strengths or deficiencies, and suggestions for improvement. Your cluster leader may edit the final draft of your report section for clarity, smoothness, and uniformity.

12. The overall determination and recommendation of the team is contained in the final Accreditation Report, which is written after the team has discussed all the standards. Teams have significant leeway at this point to decide what constitutes Accreditation, Accreditation with Stipulations, and Denial of Accreditation. *The key element is whether the students completing the programs at this institution will be effective beginning classroom teachers/educators in contemporary schools.*

13. You are not required to solve the problems you find. Your job is to make professional judgments about the standards. The section of the report on Observations for Institutional Considerations can be a place to put ideas generated from the interviews, concerns that do not fit elsewhere in the report, and overall assessments that emerged from the visit.

14. A Report Presentation will be conducted with representatives of the institution to communicate the team's findings and clarify any areas in question. You should be prepared to discuss the team's findings and recommendations. It is possible that emotions may be elevated so your comments should be carefully considered, positive, and professional. Your team leader will lead the meeting and should set the tone for it.

15. Your final tasks before departure include filling out expense forms and evaluation forms. These are necessary and helpful so your prompt attention to these items is appreciated. Your interview notes will be saved in the unlikely event there is an appeal of the recommendation you have made. Be sure to give all forms and notes to your team leader before leaving the site. The team leader will represent you at any hearings, but you are invited to participate if your personal schedule permits.

16. The California Commission on Teacher Credentialing follows state administrative guidelines for reimbursing individuals. The Commission will purchase an airline ticket for you if needed or will pay mileage at state rates. The agency will pay directly for your base hotel bill. In addition, the Commission will pay per diem expenses for meals and incidentals in accordance with state policy. The Consultant assigned to your accreditation team will review the details with you. If your school district requires a substitute teacher for you, the Commission will pay for that substitute when billed by the school district. Any expenses beyond ones specified in state regulations will not be covered.

### **Final Note**

The accreditation team's responsibilities and workload may seem overwhelming when put into print. The collective experiences of hundreds of professional educators like you suggest that participation in a COA accreditation visit is one of the best professional development activities you can pursue. Working with fellow educators on a matter of signal importance which will improve the profession is a marvelous way to spend several days. The team approach provides both camaraderie and support as you make your decisions. The CCTC/COA Consultant will be on hand to provide additional assistance. You will expand your knowledge base, make new friends, and return to your regular post invigorated by the experience.

## Chapter Seven: Effective Team Leadership

### Introduction

The role of a team leader during a COA accreditation visit to an institution of postsecondary education is complex and challenging. You are expected to help your team members make full use of their interview and document review time; conduct the pre-visit planning meetings, the Mid-visit Status Report meeting, the Final Team Report Presentation, and lead all deliberations and writing tasks of the team. Additionally, you serve as the representative of the Committee on Accreditation, conduct your own interviews, and participate in other key activities of the visit.

To function effectively as a team leader, you will need to be completely familiar with the COA Common Standards and the current COA procedures for accreditation visits. In addition, you must be knowledgeable about facilitating group work and handling complex decision-making. The overall effectiveness of the accreditation process and the value it has for California institutions depends, in part, on the preparations you make and the professionalism you bring to this critical task. The material that follows has been gathered from the collective experiences of other accreditation team leaders and provides some insights into serving as a COA Team Leader. The narrative portions give general notions of a team leader's role and the last section gives a task analysis of a full visit.

### A. Building a Professional Team

Since some members of your team may not be as familiar with higher education issues and professional preparation programs as others, you will need to ensure that all team members understand the contextual issues of the particular visit (e.g., institutional cultures and structures, recent changes in leadership, budget or enrollment problems), have all jargon explained (e.g., reflective practitioner, critical theory), and shape the group discussions so that all members have opportunities to participate fully in making team decisions. In addition, much of your time is spent in close proximity with fellow team members, working on complex issues, and extends beyond the normal work day. As team leader, you need to set a positive, professional, and productive tone to ensure that your team works harmoniously and effectively within the COA framework for institutional accreditation.

The faculty, administration, and staff of the institution being evaluated also require careful attention and professional consideration. The actual team visit is the culmination of years and months of work and worry by the institution. Professional reputations and positions may be affected by the team's recommendations. While you cannot allow your team members to be influenced by such considerations, it is equally true that you need to help your team acknowledge the legitimacy of the institution's sense of concern and anxiety. Your role is to provide a model of professional demeanor for your team. Your team must also not impose its view of educator preparation on the institution it is accrediting. The concept of standards of program quality clearly encourages institutions to create programs of diverse structure and curriculum. Team members must set aside biases and preferences that

derive from their own professional backgrounds. They must allow the evidence to lead the decision-making.

## B. Deciding on the Standards

While much of your role as team leader is to ensure that the team completes its assigned tasks while following COA regulations, the key role is helping the team members arrive at a defensible decision regarding each of the institutionally selected standards and the overall recommendation about the institution. Since this is a holistic professional judgment, you will need to conduct your meetings in a manner that fosters open discussion, attention to the evidence, adherence to the language of the standards, and a balance between the realities of human organizations and the need for maintaining standards. It is useful to think about a triangulation concept wherein the team obtains information about the standards from multiple sources including diverse interviewees and documents. When repeated testimony is received from two or more sources or two or more team members get similar responses from different interviewees, those standards should receive greater attention in later interviews. In all cases, standards that may be judged as not met or met minimally require careful attention and assurance that sufficient evidence from enough sources and constituencies has been gathered to support such a statement. Standards judged as met should also have statements attached which identify the evidence used in making the judgment.

It is critical that you be familiar with the institutionally selected standards, especially the Common Standards, and that you have reviewed the available information on the intended meaning of minimally met standards. As your team reviews its evidence, you should help them ensure that they have weighed all the evidence. Factual information about elements of intentionality (is the absence of an item deliberate or accidental?); institutionalization of activity (was this done just for the COA visit?); recency (how long has this been in place?); and institutional politics (is the program affected by larger institutional problems?) are important at arriving at these decisions. You should use your expertise as a check against your team's decisions. The most difficult decisions will be those where there is evidence on both sides or where team members are influenced by affective elements. You will need to blend patience with leadership to bring your team to a consensus decision. Remember that the preponderance of the evidence regarding a standard can be sufficient for a decision. The information on making a decision and making a final recommendation may be helpful to you and your team as you begin the report writing process.

The process for arriving at a consensus recommendation regarding institutional accreditation follows the standard decision-making process, but it requires you and the team to operate at a higher level of generality and to account for larger amounts of information. Here, too, the focus should be on matters of quality and effectiveness of the institution and all of its credential programs. You should seek to lead the entire team through joint discussions about the overall weight of the accumulated evidence, balancing strengths and concerns. This will require your understanding of the three options open to a team under the *Accreditation Framework*. The key element is to make clear to the Committee on Accreditation what the team's collective judgment is regarding the overall quality and effectiveness of the institution and all of its credential programs when viewed as a whole.

## C. Report Writing

Your role in the writing of the team report should be that of editor as much as author. That is, as team leader, you need to ensure that the report is a defensible document that fairly addresses the standards and provides the Committee on Accreditation and the institution with clear evidence for the final recommendation. Focusing the team's statements on the combined evidence collected by the team, while avoiding charged language, helps all readers in understanding the basis for the decisions on standards, makes clear the basis of the institutional recommendation, and helps institutions in making corrections if needed. It is also important to use the section on "Observations for Institutional Consideration" as a means of speaking directly to the institution, its programs, and its faculty and as a means for the team to share the insights they may have developed. Pieces of information gathered that are useful but which do not fit into the report format can be inserted here.

Try to help your team make best use of its time by encouraging plain writing rather than artful prose. Use of action verbs, simple sentences, and focused commentary will help the composition process. You may need to step in during discussions to refocus the debate, override perseveration, or call a break in the action. Once the draft document is completed, you may wish to do a light edit to gain clarity and consistency, but you cannot make substantive changes in the language without team approval.

## D. Final Team Report Meeting

Your final responsibility is to chair the final team report presentation. You will have set, with the CCTC/COA Consultant, the time and place of the meeting and discussed an agenda for it. Sufficient copies of the team's report will be available for all team members and institutional representatives. The institutional representatives will have had time to read your team's report. To help the meeting go well, remember:

1. Set the tone of the meeting as positive as possible and orient it toward improving the quality of educator preparation.
2. Thank the institution's faculty and any individuals who have made your stay welcome.
3. Review for the institution the steps your team took to arrive at its determination. Note the number and types of interviews conducted and documents perused.
4. Give a generalized statement about the relative strengths and weaknesses of the institution and its programs and then focus on the institutional recommendation.
5. If time permits, you may wish to discuss the program standards that are not met, or met minimally.
6. Ask your team members if they have anything to add to your comments or any other statements they might like to make.
7. Solicit questions or concerns from the institution and respond as appropriate.

Since the institution had an opportunity to hear your in-process concerns at the Mid-Visit Status Report, new evidence cannot be submitted by the institution at this meeting. The institution may wish to argue with the team's assessment, but if you have based your decision on the evidence received from faculty, students, graduates, and other constituencies, such arguments need not be answered. It is more likely that there will be questions about potential solutions. In the unlikely event that your report provokes strong emotions or you are pressed to re-consider, be prepared to respond pleasantly but firmly regarding COA policies on appeals. Call upon the CCTC/COA Consultant if you need assistance.

## **E. Team Leader Task Analysis**

Your specific duties before, during, and after the team visit are:

### **Before the Visit:**

- a. Contact all your team members before the visit to ensure that they have received all necessary documents;
- b. If known, review the proposed interview schedule and note any changes desired or concerns expressed. Relay these to the CCTC/COA Consultant as soon as possible.

### **During the Visit - Day One (afternoon/evening):**

- a. Conduct the team orientation on the afternoon of the campus visit which includes:
  1. review the proposed interview schedule, note any changes with your team and tell the campus and consultant;
  2. make individual team assignments for entire visit including interviews, site visits, and document reviews. Be certain team members vary their assignments to ensure fairness;
  3. set up the team meetings during the visit and get agreement on transportation arrangements, meals, working times, and other housekeeping details;
  4. remind team members of professional responsibilities associated with this task, especially setting aside biases and ensuring confidentiality;
  5. provide additional explanations to first-time team members
- b. Act as liaison with the CCTC/COA Consultant and keep him/her informed as to the team's plans;
- c. Review the institution's documents with the team and identify areas of program strength and weakness on the basis of the standards and possible questions for interviews;
- d. Identify any requested information that team members may want and communicate it to CCTC/COA Consultant; and
- e. Review any contextual issues regarding campus or community circumstances that might impinge on the work of the team and confer with cluster leaders regarding initial impressions.

### Day Two - First Full Day:

- f. Identify key questions for each group to be interviewed in relation to the critical standards and the *Self-Study Report*. Be certain that all cluster members work with all relevant standards at some time during the interview phase.
- g. Remind team members to keep detailed notes on who is interviewed and what documents have been reviewed.
- h. Monitor the work of your cluster leaders and ensure that every constituency gets interviewed on the first full day. Confer with your cluster leaders at lunch and again at dinner for areas of concern and/or agreement.
- i. In the evening, confer with the entire team regarding common concerns.

### Day Three

- j. Prepare for and conduct the Mid-Visit Status Report. Be forthright with the institution about the team's perceptions and concerns. Foster a positive tone for the meeting and ask for clarification and information where needed by your team.
- k. Report back to the team on the outcome of the meeting and alter the interview schedules or other data review as needed.
- l. Remind team members to keep summary notes on who is interviewed and what documents have been reviewed.
- m. Ensure that all faculty and key staff have been interviewed (if feasible).

### Day Three - Afternoon/Evening

- n. Review COA policy on accreditation recommendations before beginning decision-making.
- o. Conduct the team report writing session including standard reviews and the accreditation recommendation with rationale using consensus model.
- p. Assign writing tasks by team preference, but ensure that a complete document is ready by the morning of Day Four.
- q. Review the team findings with the CCTC/COA Consultant before the report is typed.

### Day Four - Morning:

- r. Continue writing activities with team as needed; prepare for presentation of final report.
- s. Chair the team meeting to make final recommendation on the accreditation status of the institution.
- t. Check final draft of the report.
- u. Complete team member evaluation forms and give them to the CCTC/COA Consultant.

### Day Four - Afternoon:

- v. Chair the final team report presentation.



**After the Visit:**

- x. Write thank you letters to your team members for their files (recommended, but not required).
- y. Make notes on the visit for future reference.
- z. Be prepared to present the team report to the Committee on Accreditation when it is scheduled.

## Chapter Eight: Data Collection Techniques

### Introduction

This chapter provides reminders to team members with about useful techniques to use in collecting data during an accreditation visit. Specific elements of the formal training program focus on various modes of data collection. This chapter highlights these elements for team members and provides other interested parties with an overview of the team member training presented to Board of Institutional Reviewers members on this topic.

### A. Reading and Analyzing Documents

The initial data collection task that faces team members is the reading and analyzing of the *Institutional Self-Study Report*. This is often followed by an examination and review of many institutional documents referenced in the self-study report. During the course of the accreditation visit, team members are called upon to make critical judgments about many types of documents, papers, and forms. There are some techniques that may assist this critical, but often arduous task.

#### 1. Highlight Who, What, When, Where

In assuring that the institution or program meets the relevant standards, it is important for the reader to identify who initiates, completes, or verifies required tasks. This can lead to asking the right person the correct questions. Once the key players have been identified, it is important to identify the actual tasks to be accomplished according to the claims made by the institution or program in its self-study report. If a standard is met through a specific activity, the "what" should be noted or underlined in the self-study report so that verification can be done later. Additionally, the "when and where" questions should be posed and answers noted from the self-study report if such issues are important to assuring that a particular standard is met.

#### 2. Determine Relationships

After reading through the self-study report, it can be helpful to draw a rough chart or graph of the program or institution in terms of professional relationships and duties. Finding or creating an organizational chart can be helpful in learning how the institution or program puts itself together.

#### 3. Note Key Forms

Most programs operate through a system of forms or documents that show progress through the program or institution, verification of accomplished knowledge or skill, or other legal or bureaucratic steps completed. Becoming familiar with those forms and seeking them out once on campus can provide high-value data in a short time.

#### 4. Look for Formulas

Many institutions and programs operate under formulas, which determine such things as class size, supervisory ratios, admissions, and other standard operations. Finding these in the self-study report and checking on them once on campus can be helpful.

#### 5. Note Generalizations and Other Vague Language

The responses to the standards should be clear and concise. If you find language that is unclear or statements that make claims apparently unsupported, be certain to note them and ask early about them. It may merely be unclear language; it can also point to possible areas of weakness.

#### 6. All Claims are Verifiable

If an institution or program makes a claim in its self-study, it must be able to verify that claim through documentation or interviews. You should ask for the evidence noted in the self-study report and if claims are made that are not referenced in some way, you should ask about them as soon as possible. Many self-study reports make reference to specific documents and forms; be certain that a member from your cluster has checked that these claims are accurate.

#### 7. Respect Institutional Mission and Goals

Institutions and their programs are permitted to meet not only a variety of standards, but also meet them in their own way. There is no one best way of preparing educators. Your task is to ensure that the institution or program is meeting the standards it says it is meeting and that the institution or program is providing a quality educational experience. The exact means to this common end will, and should, vary. It may not be to your taste; such variances are perfectly permissible.

#### 8. "Steak, not Sizzle"

Sometimes, documents look well prepared because they are fancy or reflect high quality presentation skills. Your task is to look beyond the cover and examine the content. Lots of "bells and whistles" do not always reflect high quality.

#### 9. "The Dog that Didn't Bark"

In some cases, omission in the *Self-Study Report* can reveal a great deal about the institution or program. As you review documents, ask yourself what is not being presented, what is in the background? Familiarity with the credential area can be a great help here. Noted omissions should not lead you to make assumptions about institutional or program quality, but they may help sharpen your further reviews and help pose some questions.

#### 10. Follow the Candidate

Try to understand what the program looks like from the perspective of a student entering it. What activities, what documents, what experiences are provided to the student or asked of the student? Developing a mini-case study of one mythical student can help make the program more accessible to you.

## B. Interview Techniques

A critical method of obtaining sufficient data to make a determination of institutional and program quality and effectiveness is through interviewing many people with direct knowledge of the institution or program. Sufficient numbers of people from all the major constituencies related to the institution or program (faculty and administration from the institution, students in the programs, cooperating master teachers and school administrators, graduates of the programs and their employers, and advisory groups to the programs) must be interviewed carefully about their perceptions of the institution and its programs in relation to the selected standards of quality. Since your time is limited, honing your interviewing skills to make maximum use of the time available is very important. The information that follows is intended to help you improve your interviewing and enable you complete your task. Remember, an interview is simply a "purposeful conversation with two or more people directed by one in order to get information."

Accreditation review interviews are usually semi-structured. You do not have sufficient time for a true, open-ended interview and your groups vary enough in background and knowledge level that a structured interview is not appropriate. You should have some prepared questions in mind based on your team discussions and the constituency of the person you are interviewing. Depending on the initial responses, you may vary your follow-up questions significantly.

Interview forms are included in this *Handbook* to aid in the organization of interview questions and notes. All team members are required to keep a detailed record of interviews with all individuals contacted, materials reviewed, and the findings that result from the process. The CCTC/COA Consultant collects all interview materials from you at the end of the visit and retains them in case there is an appeal to the Committee on Accreditation.

### 1. Introduce Yourself

Identify yourself as a member of the Accreditation Team for the California Committee on Accreditation and give your name and your own institutional affiliation.

### 2. Explain Why You Are Interviewing Each Person

Explain the purpose of the interview and the types of questions you will ask (the questions may vary somewhat depending on the constituency you are interviewing). For instance, when interviewing master teachers, you might tell them, "I am here to ask you some questions about the preparation of student teachers you have worked with from \_\_\_\_\_ College/University."

### 3. Reduce Anxiety

Some subjects will be anxious and a few may be reluctant to say much. Do be gracious and take a moment to ease into your questions by asking some general questions. This also helps you understand the proper context for the responses.

#### 4. Ask Questions Related to Program Standards

It is important to ask questions that will help the team determine if specific standards are met. Team members should use elements of the standards and 'factors to consider' as the basis for their questions. *Focus your questions on standards the interviewee is likely to know about. For example, questions about Category V are most appropriate for supervising teachers, graduates of the program and their employers, while the faculty should be primary respondents to questions on Category IV.*

#### 5. Avoid Questions That Can Be Answered "Yes" or "No"

Some simple factual questions may need to be asked. However, if you ask Yes/No type questions, you generally have provided the information rather than requested it.

#### 6. Pursue Questions Until You Are Sure They Are Answered

Listen to the answer. If you are not satisfied with the answer, pursue the matter further. Most answers will require an elaboration or need clarification. Ask for specific examples of incidents or situations. Your follow-up questions should focus on clarifying, amplifying, or verifying initial responses. Remember that not all interviews will yield the same amount of information. Some people do have more knowledge of an institution or its programs than others.

#### 7. Relate Interpretative Comments to Specific Standards

Answers are often interpretative rather than factual. Verify that the answer relates to specific program standards. *Avoid accepting hearsay statements or comments that are overly vague.* Remember you will talk to people with "axes to grind." Do not allow individuals with personal issues to take up your time.

#### 8. Take Notes

Don't trust your memory. Make careful notes. This becomes particularly important when conflicting responses are received by several team members. Document the number of responses on a specific item to identify patterns of evidence on a particular standard.

#### 9. Cross-Check Information

It is necessary to get information from a variety of sources, such as master teachers, public school administrators, student teaching supervisors, student teachers and graduates, and employers of graduates and then cross-check the validity of the information.

**10. Be Aware of Time - Adhere to a Time Schedule**

It is up to each team member to control the time allotted for interviews. Interviews are generally scheduled for 20 minutes. Try to keep the interviews within the allotted time frame.

It is important that all team members honor the schedule prepared by the institution. It usually represents many hours of work. If there is a need to eliminate or re-arrange some interviews, be sure to discuss this with the team leader and the consultant. In all cases, the cancellation of any interviews needs to be done with caution and discussion with institution officials.

**11. Do Not Accept Unsupported Conclusions**

Be sure that sufficient information is gathered to substantiate any conclusions. Lines of evidence are critical *and should be referenced and substantiated in the team report.*

**12. Maintain a Professional Perspective**

It is important that your skills and experience focus directly on the gathering of data and the analysis of how the program meets the particular standards or guidelines. Be as objective as possible at all times.

**13. Ask a Wrap-up Question**

Most interviewees will have thought about this interview in advance and may have issues they want to mention. Invite them to do so at the end of the interview to ensure that you have gotten all the information you can.

**14. Use Stimulated Recall**

A good technique for improving responses is to show materials used in the program (e.g., a student teaching handbook) to your interviewees (e.g., students or master teachers) and ask questions related to their contents. Another method is to ask the person to remember a particular time in the program to sharpen their responses and enable them to be specific.

**15. Assure Confidentiality**

Be certain that you inform your interviewee that any information shared will be kept strictly confidential and that only aggregate data will be reported to the institution. This is particularly important with students in the program and, often, with program faculty.

## Interview Forms

### Lined Form

This form will help you record systematic information about each interview. You are encouraged to take time before the interview to plan the primary standards you intend to address in the interview. You should note those standards at the top of the form. You may also wish to write out specific questions that you plan to ask. In the left margin of the form, you should code the information according to the number of the standard. This coding, and the accurate recording of information, will help later when writing the final report.

### Boxed Form

This form will help you record systematic information about each interview. You are encouraged to take time before the interview to plan the primary standards you intend to address in the interview. You should note those standards at the top of the form. You are encouraged to write out specific questions which you plan to ask. Throughout your written comments, you should code the information according to the number of the standard. You may do this by writing the code number above your comments and circling it. This coding, and the accurate recording of information, will help later when the team is writing the final report.





**COMMITTEE ON ACCREDITATION  
ACCREDITATION TEAM - INTERVIEW FORM**

**Cluster/Program:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Interviewee:** \_\_\_\_\_ **Constituency:** \_\_\_\_\_

**Primary Standards to be Addressed:**

**Planned Questions:**

**Comments:**

## D. Accreditation Report Writing Techniques

Before the team writes its final report, the cluster members must review each applicable standard and make a decision about whether the preponderance of the collected evidence indicates that the standard is met. The following information provides a reminder for team members about the process for making these complex, qualitative judgments in a manner that is fair, impartial, and rigorous.

### Making Decisions About Standards

Once cluster groups have completed the interview schedule, examined all available documents, and amassed as much information as possible, it is time for the complex process of making sense out of the data and arriving at defensible decisions about each standard. While the Committee on Accreditation has developed statements about what constitutes a Standard as Met, Met Minimally: Quantitative Concerns, Met Minimally: Qualitative Concerns, and Not Met, it is the professional judgment of the cluster members that will determine whether the collected data lead to one of those possible categories. To help cluster members in their deliberations, a few ideas drawn from the research literature on qualitative data analysis are presented. These ideas are by no means an exhaustive list, but such information may be useful to the team as it begins the process of making decisions.

"When we make a generalization, we amass a swarm of particulars and decide which particulars are there more often, matter more than others, go together, and so on." (Miles & Huberman).

#### 1. Look for Patterns/Themes

Human beings are pattern-making beings. We seek connections, create groupings of similar things, thereby creating understandable frameworks. As a team member listening to numerous interviews, reviewing many documents, and talking with other team members about their interviews and document notes, you will probably have some patterns or themes in mind. You need to be certain these are real patterns and that you have accounted for disconfirming evidence. You may want to ask questions like:

"What were the most common problems mentioned?"

"What phrases or words were used across most interviews?"

#### 2. Cluster Responses by Constituency or by Standard

As you look at each constituency, are there common concerns, strengths, weaknesses mentioned. You might rank order them by rough frequency to get a measure of the "weight" of such issues. Alternatively, you might want to look at each Standard to see how responses cluster.

### 3. Use Metaphorical/Analogical Thinking

Some people find creating metaphors to be a useful way to bring general impressions into focus. This should be done only at the end of the line so as not to cloud later data collection. A possible question is:

"If I had two words to describe this program's attention to Standards 15 and 30, it would be \_\_\_\_\_ and \_\_\_\_\_."

Hearing metaphors from other team members and talking about them can be helpful in coalescing one's thoughts. Care needs to be taken as all metaphors are false at some level of analysis. Nonetheless, they can help crystallize our sense of a program or standard.

### 4. Build a Logical Chain of Evidence

Team members often find that several constituencies independently report similar observations and reactions. For example, graduates, employers, and master teachers report poor performance on unit planning abilities. Suppose that you have verified those claims through review of the course syllabi which revealed no course or part of a course that deals with unit planning (an example of confirming evidence). In talking with team members, you acknowledge that some students and graduates indicated no difficulties with this task and they remember a lecture or demonstration on such a topic (an example of disconfirming evidence). The program document indicates this competency is dealt with across several courses, but it is difficult to find clear evidence that sufficient attention has been paid to this topic. Faculty interviews reveal that each individual thinks the other is focusing on this topic.

Here is a logical, verifiable relationship. If unit planning has turned up repeatedly in interviews as a weakness, one would expect to find little attention paid to it in the formal curriculum. That appears to be the case: therefore, the preponderance of your evidence indicates Standard 23 of the California Standards for the Multiple and Single Subject Credential is Met Marginally with Qualitative Concerns. If their daily lesson planning skills are not an issue, the team might well agree on Met Marginally with Quantitative Concerns. If similar difficulties have arisen on the whole topic of planning skills, the decision may be Not Met.

### 5. Triangulate and Avoid Bias

If it looks like a duck, walks like a duck, and talks like a duck; it probably is a duck and certainly is not an elephant. Repeated measures from believable sources create confidence in your judgment. You will need to avoid over-weighting testimony from articulate, informed, and high status respondents. You will need to avoid "going native" and getting wrapped up in the people and institution you are reviewing. This is often a problem in places with heavy campus politics. You need to avoid the research effect phenomenon - "The unconscious imposition of the team's values and beliefs" on your data collection and analysis. It can be helpful to look carefully at extreme cases where people with the most at stake reveal contrary data. This can be powerful information if it is not tainted by ulterior motives. Finally, not all data are equal. Volunteered information collected from people with low bias but high knowledge about the program can be weighted more heavily than the opposite.

## 6. Trust Your Hunches

Most team members have been around educational institutions long enough to have excellent insights and unconscious senses. While these perceptions alone are insufficient evidence, teams should not ignore them during the data collection phase or even when making judgments. Insights can lead to confirming interviews and can help to sharpen the whole analysis process.

## Attachments to the Accreditation Handbook

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# Attachment A: Team Report Format

## COMMITTEE ON ACCREDITATION CLUSTER SUMMARY REPORT/TRACKING SHEET

Institution:

Cluster: Common Standards

Dates of Visit:

Cluster Leader:

Cluster Members:

Comments:

SUMMARY INFORMATION

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
<input type="checkbox"/>	Program Faculty	<input type="checkbox"/>	Catalog
<input type="checkbox"/>	Institution Administration	<input type="checkbox"/>	Program Document
<input type="checkbox"/>	Candidates	<input type="checkbox"/>	Course Syllabi
<input type="checkbox"/>	Graduates	<input type="checkbox"/>	Candidate Files
<input type="checkbox"/>	Employers of Graduates	<input type="checkbox"/>	Fieldwork Handbook
<input type="checkbox"/>	Supervising Practitioners	<input type="checkbox"/>	Follow-up Survey Results
<input type="checkbox"/>	Advisors	<input type="checkbox"/>	Needs Analysis Results
<input type="checkbox"/>	School Administrators	<input type="checkbox"/>	Information Booklet
<input type="checkbox"/>	Credential Analyst	<input type="checkbox"/>	Field Experience Notebook
<input type="checkbox"/>	Advisory Committee	<input type="checkbox"/>	

### Common Standards

STANDARD	Meets the Standard	Meets the Standard Minimally		Does Not Meet the Standard
		Qualitative Concerns	Quantitative Concerns	
1. Educational Leadership				
2. Resources				
3. Faculty				
4. Evaluation				
5. Admissions				
6. Advice and Assistance				
7. School Collaboration				
8. Field Supervisors				

COMMENTS



COMMITTEE ON ACCREDITATION  
CLUSTER SUMMARY REPORT/TRACKING SHEET

Institution:

Cluster: Multiple Subjects Credential Standards

Dates of Visit:

Cluster Leader:

Cluster Members:

Comments:

SUMMARY INFORMATION

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
<input type="checkbox"/>	Program Faculty	<input type="checkbox"/>	Catalog
<input type="checkbox"/>	Institution Administration	<input type="checkbox"/>	Program Document
<input type="checkbox"/>	Candidates	<input type="checkbox"/>	Course Syllabi
<input type="checkbox"/>	Graduates	<input type="checkbox"/>	Candidate Files
<input type="checkbox"/>	Employers of Graduates	<input type="checkbox"/>	Fieldwork Handbook
<input type="checkbox"/>	Supervising Practitioners	<input type="checkbox"/>	Follow-up Survey Results
<input type="checkbox"/>	Advisors	<input type="checkbox"/>	Needs Analysis Results
<input type="checkbox"/>	School Administrators	<input type="checkbox"/>	Information Booklet
<input type="checkbox"/>	Credential Analyst	<input type="checkbox"/>	Field Experience Notebook
<input type="checkbox"/>	Advisory Committee	<input type="checkbox"/>	

### Category I - Program Design and Curriculum

STANDARD	Meets the Standard	Meets the Standard Minimally		Does Not Meet the Standard
		Qualitative Concerns	Quantitative Concerns	
1. Program Design, Rationale and Coordination				
2. Development of Professional Perspectives				
3. Orientation to Human Development and Equity				
4. Preparation for Multi-Cultural Education				
5. Preparation for Student Teaching Responsibilities				

COMMENTS

### Category II - Field Experiences

STANDARD	Meets the Standard	Meets the Standard Minimally		Does Not Meet the Standard
		Qualitative Concerns	Quantitative Concerns	
6. Field Experience Prior to Student Teaching				
7. Advancement to Daily Student Teaching Responsibilities				
8. Guidance, Assistance and Feedback				
9. Readiness for Diverse Responsibilities				

COMMENTS

### Category III - Candidate Competence and Performance

STANDARD	Meets the Standard	Meets the Standard Minimally		Does Not Meet the Standard
		Qualitative Concerns	Quantitative Concerns	
10. Student Rapport and Classroom Environment				
11. Curricular and Instructional Planning Skills				
12. Diverse and Appropriate Teaching				
13. Student Motivation, Involvement and Conduct				
14. Presentation Skills				
15. Student Diagnosis, Achievement and Evaluation				
16. Cognitive Outcomes of Teaching				
17. Affective Outcomes of Teaching				
18. Capacity to Teach Diverse Students				
19. Professional Obligations				
20. Determination of Candidate Competence				

COMMENTS

## COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM MODEL REPORT

**Institution:** California State University, Freeway

**Dates of Visit:** March 7-10, 199\_

**Recommendation:** ACCREDITATION

**Team Leader:** Public School Superintendent

**Common Standards Cluster:**

- CSU Program Coordinator
- Associate Dean of Education, CSU Campus
- High School Principal

**Basic Credential Cluster:**

- Private College Elementary Program Coordinator
- Bi-lingual Faculty Member
- High School Classroom Teacher
- University Faculty Member
- Elementary School Classroom Teacher

**Special Education Cluster:**

- CSU Program Coordinator
- University Faculty Member
- Public School Special Education Teacher

**Services Cluster:**

- University Program Coordinator
- Public School Administrator

## DOCUMENTS REVIEWED

University Catalog  
 Program Documents  
 Course Syllabi  
 Candidate Files  
 Fieldwork Handbooks  
 Follow-up Survey Results  
 Needs Analysis Results  
 Information Booklets  
 Field Experience Notebooks  
 Schedule of Classes  
 Advisement Documents  
 Faculty Vitae

## INTERVIEWS CONDUCTED

	Team Leader	Common Stand. Cluster	Basic Cred. Cluster	Special Educ. Cluster	Services Cluster	TOTAL
Program Faculty		37	51	23	19	130
Institutional Administration	5	15	12	8	3	43
Candidates		51	106	44	55	256
Graduates		5	68	23	28	124
Employers of Graduates		3	16	8	4	31
Supervising Practitioners		4	14	3	2	23
Advisors			25	11	9	45
School Administrators		4	31	8	1	44
Credential Analyst		1	2	2	1	6
Advisory Committee		9	9	5	7	30

## Common Standards

### Standard 1 - Educational Leadership

### Standard Met

The education unit is in a period of transition which is reflective of recent personnel and program changes. The Acting Dean was appointed in January, 199\_. She has the support of the central administration. A large percentage of the faculty also support her efforts in the areas of re-organization, morale building, and establishment of more effective lines of communications. The Dean's Newsletter and school-wide meetings are two examples of her open communications policy. She is continuing the Educational Leadership Committee (ELC) as another avenue for input from the faculty within the College of Education. The faculty interviewed repeatedly referred to the vision and mission of the College of Education in a positive, supportive manner. The ELC is developing a position paper describing the role they envision for the permanent dean position.

### Strengths/Commendations

None noted

### Concerns/Weaknesses/Recommendations

It is evident to the COA Team that tensions exist among some of the faculty and staff regarding the change in leadership. This is to be expected given the recent changes. However, the acting dean needs the support of the faculty and the staff as she addresses current problems and focuses on developing cohesiveness in the management of the unit.

### Standard 2 - Resources

### Standard Met

Recognizing the current budget situation in California and allocations to the CSU, it appears that the College of Education receives its fair share of the campus resources.

### Strengths/Commendations

The College of Education faculty are to be commended for the external funding they obtain which amounts to 64% of all grants awarded to the University. These funds enhance the resources of the departments within the College of Education and promote partnerships with school districts.

### Concerns/Weaknesses/Recommendations

None noted

### Standard 3 - Faculty

### Standard Met

Students interviewed by the COA Team frequently mentioned the high quality of the faculty. The faculty involvement in community and university activities strengthens their ability to prepare students for the teaching profession.

There is limited diversity in the faculty across the College of Education and some programs in the College do not reflect even this limited diversity. Continued efforts should be made to address the issue of increasing faculty diversity. A systematic process for mentoring new faculty needs to be established.

Concerns were expressed regarding the assignment of university supervisors in the Single Subject program. It is necessary for student teachers/interns to be supervised by faculty who are knowledgeable in subjects taught by the student.

Evaluation of full- and part-time faculty is systematic and effective. Students are provided the opportunity to evaluate faculty in course work and field supervision.

**Strengths/Commendations**

None noted

**Concerns/Weaknesses/Recommendations**

None noted

**Standard 4 - Evaluation**

**Standard Met**

The Team found that program evaluation does take place utilizing multiple measurement techniques. These include survey questionnaires sent to alumni, students in the program, and employers. In addition, advisory committees are asked to provide feedback regarding curriculum and field placements. Members of advisory committees report that the College of Education faculty listen carefully to suggestions and some suggested changes have been implemented.

**Strengths/Commendations**

None noted

**Concerns/Weaknesses/Recommendations**

None noted

**Standard 5 - Admissions**

**Standard Met**

Standards for admission to credential programs are high and programs adhere to these standards. While the admissions process for most programs is efficient, there are long delays in the Central Admissions Center for Students in Education (CACSE) in processing applications for the Multiple and Single Subject programs. In some cases, applicant files are misplaced or lost. Some students have continued taking courses in the program without receiving information regarding their admission status.

**Strengths/Commendations**

None noted

**Concerns/Weaknesses/Recommendations**

None noted

**Standard 6 - Advice and Assistance**

**Standard Not Met**

There are mixed reports from students regarding the quality and consistency of advising. This quality and consistency varies across and within programs. The exceptions are the PPS: Counseling program, the Designated Subjects program, and all of the programs at Happy Canyon Center which is to be commended for the advising and assistance provided to their students.



The Team is extremely concerned with the quality of advisement and assistance in the Multiple and Single Subject programs as reported by the students. While there is concern in the other programs, we found that students in the basic credential programs receive conflicting information. Through interviews with students, the Team also found that many faculty are not available during posted office hours, that students' experiences with the CACSE office were less than friendly and helpful and were characterized as being "downright rude." Often students are directed to purchase and read the handbook rather than receiving face-to-face advisement.

There is a perception among many students that transfer courses are not being consistently and fairly evaluated and that decisions regarding acceptance of transfer courses are being made by CACSE personnel rather than by program faculty advisors.

Credential candidates and school district personnel report long delays in the processing of the applications for credentials. These delays have resulted in withholding of pay and jeopardizing employment status. Delays of three to four weeks in obtaining official transcripts from the University Department of Admissions and Records have also created problems for students.

We understand the College of Education is addressing the problems with CACSE. However, positive results are not yet evident.

#### **Strengths/Commendations**

None noted

#### **Concerns/Weaknesses/Recommendations**

Particular attention needs to be paid to the quality of advisement and assistance in the Multiple and Single Subject programs. The team found that students in the basic credential programs receive conflicting information, many faculty are not available during posted office hours and the staff in CACSE were less than helpful.

#### **Standard 7 - School Collaboration**

#### **Standard Met**

The faculty in the College of Education are to be commended for the extent of collaborative efforts with many school districts. They are meeting regional needs through the internship programs. The University participates with many school districts in their service area in placing students for field experience, student teaching and internships. These collaborations also include offering courses at school sites, sometimes taught or co-taught by school district personnel as adjunct faculty. Such collaborative efforts strengthen the curriculum and provide real-life experiences for the students.

Several partnerships exist to support the ongoing endeavor to attract underrepresented students into the teaching profession.

#### **Strengths/Commendations**

The faculty in the College of Education are to be commended for the extent of the collaborative efforts with school districts, evidenced in internship programs, placement of field candidates and establishing professional development centers.

#### **Concerns/Weaknesses/Recommendations**

None noted

**Standard 8 - Field Supervisors****Standard Met**

We found that students were generally satisfied with their site supervisors. However, the orientation of field supervisors is inconsistent throughout the programs. Information communicated is through handbooks, and meetings or telephone communication with university supervisors, and/or program coordinators.

**Strengths/Commendations**

None noted

**Concerns/Weaknesses/Recommendations**

None noted

### **Multiple Subjects CLAD/BCLAD and Multiple Subjects CLAD/BCLAD Internship Credential Programs**

**Findings on Standards**

The Multiple Subjects CLAD/BCLAD and Multiple Subjects CLAD/BCLAD Internship Credential Programs meet the required standards. The programs meet the professional needs of students from varying backgrounds in school districts within the institution's service areas.

**Strengths/Commendations**

The faculty is to be commended for their dedication and demonstration of commitment to meeting the needs of students. Current students, graduates, and alumni consistently shared their appreciation for the faculty's exemplary modeling of excellent teaching practice, sharing of their expertise and willingness to spend the extra time needed to resolve problems. An example of the types of comments given by the students is one alumni who described the faculty as "dynamic" and felt the training he received at CSUF prepared him well to meet many of the challenges of his teaching career.

The faculty is also to be commended for their restructuring of the Multiple Subjects programs in order to institute CLAD and BCLAD Multiple Subjects credential programs. The development of the theoretical courses which address cultural, ethnic and linguistic diversity are at the forefront of developing an understanding and commitment of future educators to confront issues of discrimination and racial prejudice in their classrooms. Students have repeatedly commented on the importance of gaining confidence to address these important issues in their teacher preparation program.

Another area of strength is the excellent collaborative projects between CSU Freeway and the local school districts. The students, school site administrators and central office personnel applaud the university's collaborative learning network models efforts which utilize the Multiple Subjects CLAD and BCLAD credentials programs. These off campus teacher training programs provide unique first hand and real life experiences for students entering the teaching profession. Students become fully integrated into life in schools and are provided opportunities to work directly with children and their parents, many of whom come from culturally and linguistically diverse backgrounds. Students in these programs expressed their appreciation for

the support and resources they received to successfully complete their credential programs and felt confident in their teaching abilities. The team agreed that this teacher training program is an exemplary model for future restructuring of teacher education programs.

### **Concerns/Weaknesses/Recommendations**

Within the on campus programs, there are some curricular concerns. Course content is not being articulated among faculty in the prerequisite courses. In addition, preparation for teaching Reading/Language Arts is weak in the CLAD program when compared to other methodology coursework. The issue of discipline of students in the classroom is not being addressed in an effective and consistent manner. There is an indication that thematic units written by the credential candidates are not focused on concept development, critical thinking, and literacy skills.

Exclusive of the off-campus programs, the advisement of students in the credential program has been a concern and an area of weakness for many past and current students. The team's findings conclude that, although there is a Student Handbook in place, many inconsistencies remain in the information related to academic advisement, sending or receiving of timely notices, and at times, the availability of an advisor for counseling. Consequently this has affected many students' access to appropriate support and guidance.

## **Single Subject, CLAD Single Subject and Single Subject Internship Credential Programs**

### **Findings on Standards**

The Single Subject, CLAD Single Subject and Single Subject Internship Credential Programs meet the required standards. The program design offers a comprehensive program which meets the professional needs of students from varying backgrounds in school districts within the institution's service area. A strong sense of commitment and knowledge as seen in the faculty is reflected in the quality of the curriculum.

### **Strengths/Commendations**

Respect and appreciation for the program as expressed by graduates. The candidates commend the adjunct faculty for their efforts and effectiveness in turning theory into practice.

An off-site model of integrated teaching experiences that combines advising, coursework, teaching and demonstration is worthy of replication.

Collaboration with school sites for effective student-teacher placement purposes is prevalent throughout the program.

Open communication, cooperation and intern networking teachers promote support and professional growth.

### **Concerns/Weaknesses**

Current course offerings for the Single Subject and Single Subject Internship programs do not completely satisfy the needs in the areas of diversity, multicultural education and cultural awareness.

Concern is expressed by candidates that foundation courses seem to repeat course content.

It is evident that faculty need additional access to computers.

## **Designated Subjects Credential Program**

### **Findings on Standards**

The Designated Subjects Credential Program meets all prescribed standards for the Teaching and Supervision Credential.

The Designated Subjects Credential Program and the Designated Subjects Supervision Credential Program at California State University, Freeway are excellent models offering comprehensive preparation for candidates to teach and supervise a wide variety of vocational occupational programs. Because students usually are employed in their vocational subject areas prior to entering the credential program, there is urgency on their part and that of the employing schools to begin preparation as soon as possible. At this time the state regulations allow five years for clear credential course completion. Local employers and advisors provide incentives such as incremental steps on the pay scale for credential "completers". This encourages students to begin the program within a year of entering employment.

### **Strengths/Commendations**

Even those graduates who had prior teaching experience out-of-state admitted that this program was excellent and provided much needed assistance they previously assumed they did not need. All students interviewed were extremely complimentary toward the credential coordinator, the faculty and were extremely satisfied with the preparatory program. The curriculum and education activities were reported to be relevant and current. Note was made that these programs involve technology and following state guidelines.

The Designated Subjects Credential Analysts are to be commended for processing applications in a more timely manner since the last COA review, even with limited resources and increased workload.

The Designated Subjects Credential Program Coordinator is to be commended for the formation of the Delta Tau Chapter of Epsilon Pi Tau which integrates vocational and academic education at the university level. A strength is noted in that the coordinator is involved in the University Faculty Senate and the University Faculty Affairs Committee. This involvement promotes university-wide program understanding.

The Designated Subjects Advisory Committee has a commendable active involvement in ongoing recommendations for revision of syllabi, materials, technology and

offerings to insure quality for both the teaching credential and the supervision credential. The coordinator is commended for continuing to meet with and take action on the advisory committee's recommendations. This committee represents all of the CSU Freeway service area.

The fact that the local school districts are involved in the field supervision activities and projects of the candidates is a strength providing assistance to the student and validation to the program.

The constant follow-up system is a strength to be noted. There is evidence that the information garnered from this process is used to make changes and improvements in the programs.

Only the best qualified candidates are retained in the program. There is an ongoing advisement system which assists in the retention of the qualified candidates and removal of the unqualified candidate.

#### **Weaknesses/Concerns**

The ethnicity of the faculty and the teacher candidates is not representative of the students they ultimately serve. Recruitment efforts are made but have been, so far, unsuccessful.

## **Reading/Language Arts Specialist Credential**

#### **Findings on Standards**

The Reading/Language Arts Specialist Credential Program meets all except two of the prescribed standards. In Category III: Curriculum, Standard 17: Assessment and Evaluation of Students was not met. In Category V: Candidate Competence and Performance, Standard 22: Student Assessment and Evaluation was not met.

Interviews with students, graduates, employers, faculty, and Reading Advisory Committee members revealed consistent agreement about the majority of the standards. For the most part, curriculum and field experiences were deemed appropriate and relevant, and virtually all graduates demonstrated competence and confidence in their ability to perform the varied responsibilities of a Reading/Language Arts Specialist.

After reviewing the documents and conducting numerous interviews, the team determined that the consideration of standardized assessments was conspicuously absent in the entire credential program. All forms of assessment that are endorsed in the program measure students' progress against themselves, and no evidence was found that objective standards are included as a valid part of a total assessment program. In addition, although the forms of assessment administered in a clinical setting appeared effective, they do not include several of the more commonly used assessment tools. The team determined that Standard 17 was not met because the program fails to address sufficiently the ongoing assessment and evaluation of students, particularly with respect to individual and group assessments widely used in public schools. Standard 22 was not met because candidates fail to demonstrate

adequately the ability to utilize a variety of formal and informal measures to assess student achievement that drives instruction.

### **Strengths/Commendations**

An exemplary approach to learning is evident in the program, in that candidates experience firsthand what they hope to model for their students. Faculty model a student-centered, inquiry approach to curriculum, and candidates design practical applications accordingly. Part-time faculty, who concurrently practice in the field, collaborate freely with the Program Coordinator in the design and implementation of their courses. This provides a direct link between theoretical and practical applications and models collaborative teaching that candidates would be well advised to emulate. Candidates develop a coherent philosophy as they continually reflect on theories and practices that are presented, fostering habits that are critical to their professional and personal development.

Interviewees regularly attested to the strong commitment that faculty maintain to the candidates' needs and to the program. Faculty have mentored students in a variety of ways, which has resulted in a positive, supportive learning environment.

### **Weaknesses/Concerns**

Standard 2: Institutional Attention to the Program requires the institution to give "ongoing attention to the effective operation of the Reading/Language Arts Specialist Credential Program..." At this institution, the Reading Recovery Program has operated for several years apart from the Reading/Language Arts Credential Program, although it is one of the most successful reading intervention programs in the state, with active interest and involvement on the part of many Reading/Language Arts Specialists. The team recognizes that, beginning in the Fall 1995 quarter, Reading Recovery coursework can be applied toward the Reading/Language Arts Specialist Credential. However, in the team's judgment, institutional attention has been weak with respect to the maximizing of available resources and the recruitment of potential candidates into the credential program.

Standard 13: Theoretical Foundations refers to "an understanding of essential themes, concepts, skills, and strategies related to reading and the language arts [and to] teaching practices in relation to fundamental issues". Many students lack multiple perspectives and a thorough understanding of the issues of instruction in word identification, vocabulary development, study skills, and spelling.

## **Specialist in Special Education, Learning Handicapped, Severely Handicapped and Learning Handicapped Internship, Resource Specialist Certificate**

### **Findings on Standards**

The programs in Special Education include Credentials in Learning Handicapped, Learning Handicapped Internship, Severely Handicapped, and the Certificate for the Resource Specialist in Special Education. In addition to the criteria for the common standards, the programs were evaluated on Program Standards 1 (Design, Rationale, and Coordination), Standard 12 (Determination of Candidate Competence) and also by

the specific competencies defined by Category B. The standards have been met and candidates demonstrated the competencies as listed in the guidelines.

### **Commendations/Strengths**

Full and part-time faculty members were recognized as having excellent backgrounds of professional preparation and broad experiences in the field. They have been active in research, writing, and presentation at professional meetings. Faculty members have established very positive relationships with their students, exemplified "best practices" in instructional strategies and have been productive in moving students toward completion of credential requirements.

The Special Education Program is commended for its regional outreach efforts, collaborative partnerships with public school administrators, and responsiveness to students' programmatic and professional teacher preparation needs.

The Learning Handicapped Internship Program, on the main campus and at the Happy Canyon Campus, deserves a special commendation. The students gave high praise to courses and to the field supervision. Districts also gave the Internship Program a very positive evaluation in terms of its collaborative structure and the way it met district needs for recruiting and retaining special education teachers. The Internship Program structure and course sequence outlined for students provided a workable plan for credential attainment over a two year time period. Highlights of this program included: cohort structure, intern support by all program participants (other interns, university faculty, university supervisors, and local administrators), and cohesive program design. Local access was identified as a major program benefit by interns and regional administrators on the Happy Canyon Campus.

Students and graduates of the program were unanimous in their appreciation and recognition of the Program Coordinator's assistance with advisement, instruction, and program support.

### **Concerns/Weaknesses**

Utilizing input from faculty, students, graduates, advisory committee members and employers, the team notes the following concerns/weaknesses that may affect on-going program improvement:

While fieldwork supervision appears to be excellent, qualitatively and quantitatively in the Internship Program, there was inconsistency in the quality of supervision in the LH and SH programs. For example, a few candidates reported that supervisor observations and feedback occurred at least twice per month, while most reported supervision contacts only twice per quarter and sometimes both classroom observations were at the end of the quarter. The policy requiring only two visits by the university supervisor may be inadequate for the verification of required competencies.

The major emphasis of the assessment course has been norm-referenced tests. This course should give more attention to other types of assessment such as curriculum-based measures and authentic assessment techniques, including the pupil portfolio, which are applicable to the daily instructional program.

## **Pupil Personnel Services: School Counseling**

### **Findings on Standards**

The team finds that all standards are met.

The PPS Program is to be commended for the well organized professional preparation of the educational counselor. The program is well balanced, offering classes that are current and pertinent. PPS students benefit from a flexible, personalized approach provided by a dynamic, highly qualified young faculty. The program works closely with the local district and many outlying school districts for a variety of fieldwork experiences. The director and faculty have cultivated a strong network of support among the students which is maintained after the students graduate. There is much respect for their dedication to enter the field of counseling, which is also reciprocated by the students. The evaluation process and the advisory board are regarded seriously. Students and advisory members feel that they can make a difference in the quality and content of the program. The fieldwork experience with collaboration from the faculty often facilitates the placement of graduates in local counseling positions.

### **Commendations/Strengths**

A clear organizational structure is place. The program has a vision of the counselor as "collaborator" and a knowledge base that is current and consistent with the program design.

The generic curriculum and the counseling specialization curricula are delivered by the faculty in such a manner that students feel that they have learned and mastered counseling techniques even beyond what is necessary for educational counseling and that they are prepared to perform the various tasks required by a counselor.

The faculty of the program is approachable and knowledgeable, therefore program advisement process is one that falls into place naturally. The completion of ECLG 531 is a very complete admissions qualifier, using multiple requirements and evaluations by faculty.

Students complete the required hours of field experience as specified by the standard. Field supervisors are in-serviced and receive a handbook and are thus knowledgeable about supervision requirements. Faculty members are on site at the initial meeting with the site supervisor, school administrator and candidate. The logging of hours by candidates and the categorization of their tasks is laborious. This comprehensive method is appropriate for their professional preparation.

Faculty members should be commended for their dedication and follow-up in visiting school sites to confer with on-site supervisors. This area is so vast that many faculty members are driving many miles to do on-site supervision.

### **Concerns/Weaknesses**

The comment noted above also raises a concern. The faculty are required to spend many hours on the road in order to supervise their field candidates at many different sites, which might interfere with their many professional responsibilities. The



limited diversity in the faculty does not reflect even the limited diversity of the faculty across the College of Education.

## **Administrative Services Credential Program**

### **Findings on Standards**

The Administrative Services Credential Program meets all prescribed standards and the Category B requirements for the Preliminary, Preliminary Internship, and Professional Credentials.

The Administrative Services Credential Program offers a comprehensive program that addresses identified needs of the school districts within the institution's service area with a combination of theoretical understanding and practical application skills. The faculty consists of highly qualified full-time and part-time members who, in many cases, have recent administrative experiences in a variety of positions. Numerous interviews produced a picture of faculty members who genuinely care about the credential candidates and devote quality time and energy to promote student success. An active Educational Administration Advisory Board provides a vehicle for discussion and input on changes to improve the program. An example of such a change is the consolidation of two finance related courses into one and the institution of EdAdm 616, Administration of Special Services. To assure the connection between the classroom experience and the field work experience, all field work supervision is assigned to full time faculty.

### **Commendations/Strengths**

The faculty is commended for their knowledge, caring and desire for improvement. Students develop strong connections to the program and the faculty as a result of faculty caring. The climate of the program promotes networking among the students and with the faculty. The faculty is further commended for their efforts to turn theory into practice for the students.

### **Concerns/Weaknesses**

The new course EdAdm 616, Administration of Special Services was introduced into the program, but the team finds that students have not been involved in any evaluation of this new course or its effectiveness. Concern is raised that many students were not aware of a vehicle to suggest or support changes within the department even though a vehicle exists in the Educational Administration Advisory Board. Additionally, the team found that the Professional Preparation Program, in many instances, repeats course content that was in the Preliminary Preparation Program in spite of faculty assurances that significant content differences exist. Finally, the team is concerned that the core knowledge of the program does not completely satisfy emerging needs of the school administrator in areas that include, but are not limited to, diversity, racism, school safety, administrative technology, shared decision making processes, and consensus building.

## Professional Comments

### Common Standards

None noted

### Multiple Subjects Credential Programs

The efforts to add more off-campus teacher education programs should continue to be a high priority. The feedback from the educational community at large is nothing but exemplary in this area.

Although the program design is a spiral curriculum, a significant number of students indicate that some lectures, assignments and readings in the prerequisite courses vary from being almost identical to being identical. The on-campus program will be enhanced if the content in these courses is better articulated among faculty. If the course content can be modified, the review team recommends that a greater emphasis on discipline in the classroom be included in the on-campus professional preparation program.

Employers and student indicate that there is a need to improve the Reading/Language Arts credential course in the CLAD program. The team recommends that there be greater focus on methodology and academic rigor.

In the area of academic advisement, the team asserts that students would benefit greatly from receiving additional assistance in the planning of their academic programs and receiving ongoing support from a well coordinated, consistent, and accurate advisement program. This would facilitate the educational process, lessen students' stress and have the potential to contribute to the retention of students in higher education.

### Single Subject Credential Programs

The team encourages the administration and staff to provide resources and plan space to house the College of Education.

The current resident teacher recognition by honorarium is well received, however, consideration might be given to additional recognition, such as a reception, faculty library card or tuition remission.

Although a student handbook is now available, additional advisory services are needed.

Intern students stated that ESEC 441 Curriculum Instruction II should be revised to meet their specific needs, and should be taken with ESEC 554 Internship Seminar I.

### Reading/Language Arts Specialist Credential Program

The large majority of candidates are primary-level classroom teachers, whose priority is justifiably emergent literacy. It would serve the program well to require assignments and field experiences that target different developmental levels of students. It has been difficult for many practitioners operating on traditional

calendars to engage in field experiences that require visits to other classrooms or campuses. Therefore, creative scheduling of such requirements may be warranted.

Statewide, the roles and availability of employment for Reading/Language Arts Specialists vary, which inevitably affect the design and implementation of any credentialing program. Program effectiveness would be enhanced if the following were included in greater depth: a broad repertoire of flexible strategies for comprehension of literature and expository texts; an ability to implement flexible grouping for a variety of reasons; knowledge of a variety of reading intervention and tutoring models for students of different ages and stages of reading; and understanding of, and preparation to perform, the different possibilities for instructional leadership and staff development.

### **Special Education Specialist Programs**

In the judgment of the review team, the following comments are suggested for program enhancement:

The administration should study the staffing ratio for fieldwork supervision. It appears that a staffing ratio of S36 (a full-time load of fieldwork students would be 36 individuals) was being used. Most CSU campuses have an S25 staffing ratio for this type of supervision.

Some Special Education Program faculty have been actively involved in redesigning the program. The process may be improved by broader participation of both full-time and adjunct faculty members and more extensive consultation with other programs and departments.

Candidate competence is assessed by classroom observations, field logs, and competency checklists, but portfolio/dossier assessment is not currently being used to monitor competency acquisition. The assessment of candidate competence may be enhanced by the use of this technique.

While adjunct faculty have a feeling of university program support, specifically in the areas of media and resources, the programs would be enhanced by providing more frequent opportunities for adjunct faculty to interact with full-time faculty.

### **Pupil Personnel Services: School Counseling Program**

The team suggests that the institution should consider hiring a faculty field supervisor/coordinator to alleviate the heavy supervision load on faculty. Alternative methods of supervision could also be considered using technology such as video taping, teleconferencing, etc.

### **Administrative Services Credential Programs**

The team encourages the faculty to work closely with schools that are in the process of restructuring. The purpose of this close working relationship is to adjust the program curriculum to better meet the needs of the school administrator of the future.

# ATTACHMENT B: PERFORMANCE EVALUATION FORMS

## COMMITTEE ON ACCREDITATION

### INSTITUTIONAL EVALUATION OF THE ACCREDITATION PROCESS

Directions: Please use this form to evaluate the experience of your institution with the accreditation process.

Institution: \_\_\_\_\_

Dates of Visit: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

\_\_\_\_\_ This evaluation represents a consensus of unit faculty and administrators involved in the team visit.

\_\_\_\_\_ This evaluation represents the views of the person completing the form only, and may not reflect the perceptions or opinions of other faculty or administrators.

#### EVALUATION

Please rate the following items relative your experience with each topic. Circle your response for each item.

##### Rating Scale

4 = Excellent

2 = Adequate

0 = Unable to Judge

3 = Strong

1 = Weak

#### Pre-Visit Preparations

4	3	2	1	0	1. Usefulness of the overview sessions with the CTC/COA consultant.
4	3	2	1	0	2. Usefulness of the materials provided by the COA for institutional preparations.
4	3	2	1	0	3. Consultant review of Preliminary Report (preconditions, options, special characteristics).
4	3	2	1	0	4. Informal review of the Institutional Self-Study Report by the consultant.
4	3	2	1	0	5. Helpfulness of instructions given for scheduling interviews.
4	3	2	1	0	6. Usefulness of advance information given to the institution about team members.
4	3	2	1	0	7. Assistance of CCTC/COA staff in helping institution understand the accreditation process.
4	3	2	1	0	8. Overall assistance provided by the consultant in helping institution prepare for the visit.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Evaluation of the Accreditation Visit

4	3	2	1	0	1. Appropriateness of the size of the Accreditation Team.
4	3	2	1	0	2. Appropriateness of the constituency representation on the Team.
4	3	2	1	0	3. Helpfulness of the Mid- Visit Status Report to identify information needed by the team.
4	3	2	1	0	4. Final Team Report provided a comprehensive summary of the Accreditation Team findings.
4	3	2	1	0	5. Exit Interview provided a clear understanding of the Team Report and recommendations.
4	3	2	1	0	6. Usefulness of the Team Report.
4	3	2	1	0	7. Overall benefit of the accreditation process to the faculty or the institution.

Comments: \_\_\_\_\_

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What suggestions do you have for improving any aspect of the COA Accreditation Process?

Comments: \_\_\_\_\_

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Please return completed forms to:

**COA Lead Consultant  
Commission on Teacher Credentialing  
1812 9th Street  
Sacramento, CA 95814-7000**

COMMITTEE ON ACCREDITATION  
INSTITUTIONAL EVALUATION OF THE  
ACCREDITATION TEAM LEADER

Directions: Please use this form to evaluate the team leader. The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.

Institution: \_\_\_\_\_

Dates of Visit: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

\_\_\_\_\_ This evaluation represents a consensus of the unit faculty and administrators involved in the accreditation visit.

\_\_\_\_\_ This evaluation represents the views of the person completing the form only, and may not reflect the perceptions or opinions of other faculty or administrators.

**EVALUATION**

Please rate the following items relative to the performance of the team leader. Circle your response for each item.

Rating Scale

4 = Excellent  
3 = Strong

2 = Adequate  
1 = Weak

0 = Unable to Judge

Team Leader: \_\_\_\_\_

4    3    2    1    0

1. Thoroughness (Worked carefully to obtain complete understanding of programs).

4    3    2    1    0

2. Fairness (Objective, unbiased, etc.).

4    3    2    1    0

3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial).

4    3    2    1    0

4. Questioning skills (Ability to elicit information).

4    3    2    1    0

5. Knowledge of credential areas.

4    3    2    1    0

6. Understanding of the COA Accreditation Process.

4    3    2    1    0

7. Leadership skills.

4    3    2    1    0

**OVERALL EVALUATION OF TEAM LEADER**

Would you recommend this person for service as a team leader on future COA Accreditation Teams?

Yes    \_\_\_\_\_    No    \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

COMMITTEE ON ACCREDITATION  
INSTITUTIONAL EVALUATION OF  
ACCREDITATION CLUSTER LEADER AND CLUSTER MEMBERS

Directions: Please use this form to rate each cluster leader and member evaluating your institution. The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.

Institution: \_\_\_\_\_

Cluster Name: \_\_\_\_\_

Dates of Visit: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

\_\_\_\_\_ This evaluation represents a consensus of all program faculty and administrators involved with the cluster.

\_\_\_\_\_ This evaluation represents the views of the person completing the form only, and may not reflect the perceptions or opinions of other faculty or administrators.

**EVALUATION**

Please rate the following items relative to the performance of each cluster member. Circle your response for each item.

Rating Scale

4 = Excellent                      2 = Adequate                      0 = Unable to Judge  
3 = Strong                         1 = Weak

Cluster Leader: \_\_\_\_\_

4	3	2	1	0	1. Thoroughness (Worked carefully to obtain complete understanding of programs).
4	3	2	1	0	2. Fairness (Objective, unbiased, etc.).
4	3	2	1	0	3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial).
4	3	2	1	0	4. Questioning skills (Ability to elicit information).
4	3	2	1	0	5. Knowledge of credential areas.
4	3	2	1	0	6. Understanding of the COA Accreditation Process.
4	3	2	1	0	7. Leadership skills.

4      3      2      1      0

**OVERALL EVALUATION OF CLUSTER  
LEADER**

Would you recommend this person for service as a cluster leader on future COA Accreditation Teams?

Yes      \_\_\_\_\_      No      \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_



Cluster Member: \_\_\_\_\_

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | 1. Thoroughness (Worked carefully to obtain complete understanding of programs).     |
| 4 | 3 | 2 | 1 | 0 | 2. Fairness (Objective, unbiased, etc.).   |
| 4 | 3 | 2 | 1 | 0 | 3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial). |
| 4 | 3 | 2 | 1 | 0 | 4. Questioning skills (Ability to elicit information).                               |
| 4 | 3 | 2 | 1 | 0 | 5. Knowledge of credential areas.  |
| 4 | 3 | 2 | 1 | 0 | 6. Understanding of the COA Accreditation Process.                                   |

4 3 2 1 0

**OVERALL EVALUATION OF CLUSTER  
MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cluster Member: \_\_\_\_\_

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | 1. Thoroughness (Worked carefully to obtain complete understanding of programs).     |
| 4 | 3 | 2 | 1 | 0 | 2. Fairness (Objective, unbiased, etc.).   |
| 4 | 3 | 2 | 1 | 0 | 3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial). |
| 4 | 3 | 2 | 1 | 0 | 4. Questioning skills (Ability to elicit information).                               |
| 4 | 3 | 2 | 1 | 0 | 5. Knowledge of credential areas.  |
| 4 | 3 | 2 | 1 | 0 | 6. Understanding of the COA Accreditation Process.                                   |

4 3 2 1 0

**OVERALL EVALUATION OF CLUSTER  
MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# COMMITTEE ON ACCREDITATION ACCREDITATION TEAM MEMBER EVALUATION OF THE ACCREDITATION PROCESS

Institution: \_\_\_\_\_

Cluster: \_\_\_\_\_

Dates: \_\_\_\_\_

On how many COA accreditation teams have you served? \_\_\_\_\_

## EVALUATION

Please rate the following items relative to the accreditation process. Circle your response for each item.

### Rating Scale

- 4 = Excellent
- 3 = Strong
- 2 = Adequate
- 1 = Weak or Not Done
- 0 = Unable to Judge

### Pre-Visitation Preparation and Orientation

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 | 1. Materials and instructions from the Committee on Accreditation were received early enough.                                     |
| 4 | 3 | 2 | 1 | 0 | 2. Usefulness of the COA materials (Team Training Manual, Standards, Sample Forms, etc.) for understanding your responsibilities. |
| 4 | 3 | 2 | 1 | 0 | 3. Program documents and materials from the institution were received early enough.   |
| 4 | 3 | 2 | 1 | 0 | 4. Usefulness of materials sent by the institution for understanding of the programs.   |
| 4 | 3 | 2 | 1 | 0 | 5. Helpfulness of the orientation activities held the first afternoon and evening.  |
| 4 | 3 | 2 | 1 | 0 | 6. Extent to which you feel that you were sufficiently prepared for the evaluation using the accreditation process.               |

### Performance of the CCTC/COA Consultant(s)

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | 7. Assistance of the consultant(s) in preparing you for the accreditation visit. |
| 4 | 3 | 2 | 1 | 0 | 8. Helpfulness of the consultant(s) during the accreditation visit.              |
| 4 | 3 | 2 | 1 | 0 | 9. Accessibility of the consultant(s) during the accreditation visit.            |
| 4 | 3 | 2 | 1 | 0 | 10. Extent to which the consultant(s) helped the visit to go smoothly.           |

## Evaluation of Accreditation Visit

4	3	2	1	0	11.	Organization of the schedule (interviews, materials, logistics) for the visit.
4	3	2	1	0	12.	Sufficiency of the number of interviews to respond to all constituency areas.
4	3	2	1	0	13.	Sufficient information was available so that team/cluster could determine if standards were met.
4	3	2	1	0	14.	Sufficiency of time for the team/cluster to cover all standards during the process.
4	3	2	1	0	15.	Enough members on the accreditation team to sufficiently cover all programs.
4	3	2	1	0	16.	Extent to which you feel that the total team conducted a thorough review.
4	3	2	1	0	17.	Sufficiency of the exit interview to report on the team's findings.
4	3	2	1	0	18.	Conclusions in the team report were supported by specific evidence and detailed findings.
4	3	2	1	0	19.	Format and content of the team report were sufficient to guide the institution.

## Overall Rating

4	3	2	1	0	20.	Overall, how do rate the COA accreditation visit?
---	---	---	---	---	-----	---

General Comments about the accreditation visit, the accreditation model, or suggestions for improvement.

COMMITTEE ON ACCREDITATION  
TEAM LEADER EVALUATION OF  
ACCREDITATION CLUSTER LEADER AND CLUSTER MEMBERS

Directions: Please use this form to evaluate each cluster leader and cluster member. The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.

Institution: \_\_\_\_\_

Dates of Visit: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

Cluster Name: \_\_\_\_\_

**EVALUATION**

Please rate the following items relative to the performance of the cluster leader and each cluster member. Circle your response for each item.

Rating Scale

4 = Excellent	2 = Adequate	0 = Unable to Judge
3 = Strong	1 = Weak	

Cluster Leader: \_\_\_\_\_

4	3	2	1	0	1. Thoroughness (Worked carefully to obtain complete understanding of programs.)
4	3	2	1	0	2. Fairness (Objective, unbiased, etc.)
4	3	2	1	0	3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial.)
4	3	2	1	0	4. Questioning skills (Ability to elicit information.)
4	3	2	1	0	5. Knowledge of credential areas.
4	3	2	1	0	6. Understanding of the COA Accreditation Process.
4	3	2	1	0	7. Leadership skills.

4    3    2    1    0

**OVERALL EVALUATION OF CLUSTER  
LEADER**

Would you recommend this person for service as a cluster leader on future COA Accreditation Teams?

Yes    \_\_\_\_\_    No    \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Cluster Member: \_\_\_\_\_

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | 1. Thoroughness (Worked carefully to obtain complete understanding of programs).     |
| 4 | 3 | 2 | 1 | 0 | 2. Fairness (Objective, unbiased, etc.).   |
| 4 | 3 | 2 | 1 | 0 | 3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial). |
| 4 | 3 | 2 | 1 | 0 | 4. Questioning skills (Ability to elicit information).                               |
| 4 | 3 | 2 | 1 | 0 | 5. Knowledge of credential areas.  |
| 4 | 3 | 2 | 1 | 0 | 6. Understanding of the COA Accreditation Process.                                   |

4 3 2 1 0

**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cluster Member: \_\_\_\_\_

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | 1. Thoroughness (Worked carefully to obtain complete understanding of programs).     |
| 4 | 3 | 2 | 1 | 0 | 2. Fairness (Objective, unbiased, etc.).   |
| 4 | 3 | 2 | 1 | 0 | 3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial). |
| 4 | 3 | 2 | 1 | 0 | 4. Questioning skills (Ability to elicit information).                               |
| 4 | 3 | 2 | 1 | 0 | 5. Knowledge of credential areas.  |
| 4 | 3 | 2 | 1 | 0 | 6. Understanding of the COA Accreditation Process.                                   |

4 3 2 1 0

**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMMISSION ON TEACHER CREDENTIALING  
CLUSTER LEADER EVALUATION OF  
ACCREDITATION TEAM LEADER AND CLUSTER MEMBERS

Directions: Please use this form to evaluate the team leader and each cluster member. The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.

Institution: \_\_\_\_\_

Dates of Visit: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

Cluster Name: \_\_\_\_\_

**EVALUATION**

Please rate the following items relative to the performance of the team leader and each cluster member. Circle your response for each item.

Rating Scale

4 = Excellent	2 = Adequate	0 = Unable to Judge
3 = Strong	1 = Weak	

Team Leader: \_\_\_\_\_

4	3	2	1	0	1. Thoroughness (Worked carefully to obtain complete understanding of programs).
4	3	2	1	0	2. Fairness (Objective, unbiased, etc.).
4	3	2	1	0	3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial).
4	3	2	1	0	4. Questioning skills (Ability to elicit information).
4	3	2	1	0	5. Knowledge of credential areas.
4	3	2	1	0	6. Understanding of the COA Accreditation Process.
4	3	2	1	0	7. Leadership Skills.

4    3    2    1    0                      OVERALL EVALUATION OF TEAM LEADER

Would you recommend this person for service as a team leader on future COA Accreditation Teams?

Yes    \_\_\_\_\_    No    \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Cluster Member: \_\_\_\_\_

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | 1. Thoroughness (Worked carefully to obtain complete understanding of programs).     |
| 4 | 3 | 2 | 1 | 0 | 2. Fairness (Objective, unbiased, etc.).   |
| 4 | 3 | 2 | 1 | 0 | 3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial). |
| 4 | 3 | 2 | 1 | 0 | 4. Questioning skills (Ability to elicit information).                               |
| 4 | 3 | 2 | 1 | 0 | 5. Knowledge of credential areas.  |
| 4 | 3 | 2 | 1 | 0 | 6. Understanding of the COA Accreditation Process.                                   |

4 3 2 1 0

**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cluster Member: \_\_\_\_\_

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | 1. Thoroughness (Worked carefully to obtain complete understanding of programs).     |
| 4 | 3 | 2 | 1 | 0 | 2. Fairness (Objective, unbiased, etc.).   |
| 4 | 3 | 2 | 1 | 0 | 3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial). |
| 4 | 3 | 2 | 1 | 0 | 4. Questioning skills (Ability to elicit information).                               |
| 4 | 3 | 2 | 1 | 0 | 5. Knowledge of credential areas.  |
| 4 | 3 | 2 | 1 | 0 | 6. Understanding of the COA Accreditation Process.                                   |

4 3 2 1 0

**OVERALL EVALUATION OF CLUSTER MEMBER**

Would you recommend this person for service as a cluster member on future COA Accreditation Teams?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMMITTEE ON ACCREDITATION  
CLUSTER MEMBER EVALUATION OF  
ACCREDITATION TEAM LEADER/CLUSTER LEADER

Directions: Please use this form to evaluate the team leader and your cluster leader. The information provided on this form is for the internal use of the COA only, thus it will be kept confidential.

Institution: \_\_\_\_\_

Dates of Visit: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

Cluster: \_\_\_\_\_

**EVALUATION**

Please rate the following items relative to the performance of the team leader and your cluster leader. Circle your response for each item.

Rating Scale

4 = Excellent

2 = Adequate

0 = Unable to Judge

3 = Strong

1 = Weak

Team Leader: \_\_\_\_\_

4     3     2     1     0

1. Thoroughness (Worked carefully to obtain complete understanding of programs).

4     3     2     1     0

2. Fairness (Objective, unbiased, etc.).

4     3     2     1     0

3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial).

4     3     2     1     0

4. Questioning skills (Ability to elicit information).

4     3     2     1     0

5. Knowledge of Credential areas.

4     3     2     1     0

6. Understanding of the COA Accreditation Process.

4     3     2     1     0

7. Leadership Skills.

4     3     2     1     0

**OVERALL EVALUATION OF TEAM LEADER**

Would you recommend this person for service as a team leader on future COA Accreditation Teams?

Yes     \_\_\_\_\_     No     \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Cluster Leader: \_\_\_\_\_

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 4 | 3 | 2 | 1 | 0 | 1. Thoroughness (Worked carefully to obtain complete understanding of programs).     |
| 4 | 3 | 2 | 1 | 0 | 2. Fairness (Objective, unbiased, etc.).   |
| 4 | 3 | 2 | 1 | 0 | 3. Interpersonal skills (Able to communicate clearly, tactful, diplomatic, cordial). |
| 4 | 3 | 2 | 1 | 0 | 4. Questioning skills (Ability to elicit information).                               |
| 4 | 3 | 2 | 1 | 0 | 5. Knowledge of credential areas.  |
| 4 | 3 | 2 | 1 | 0 | 6. Understanding of the COA Accreditation Process.                                   |
| 4 | 3 | 2 | 1 | 0 | 7. Leadership Skills.  |

4      3      2      1      0

**OVERALL EVALUATION OF CLUSTER  
LEADER**

Would you recommend this person for service as a cluster leader on future COA Accreditation Teams?

Yes      \_\_\_\_\_      No      \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ATTACHMENT C:

### Common Standards and Related Questions

(The Common Standards deal with aspects of program quality that are the same for all credential programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. For each Common Standard, questions are included which will assist team members during training and continuing accreditation reviews. The questions can also be used by institutions as they reflect upon the quality of their programs and for assistance in the preparation proposals for initial accreditation of programs and self-study reports for continuing accreditation. Following the Common Standards are particular common standards issues which must be addressed for internship programs.)

### Committee on Accreditation

### California Commission on Teacher Credentialing

Common Standards Adopted May 3, 1993

# Common Standards

## Standard 1

### Education Leadership

The education unit has effective leadership that articulates a vision for the preparation of professional educators; fosters cohesiveness in unit management; delegates responsibility and authority appropriately; resolves each credential program's administrative needs as promptly as feasible; consults with credential program faculty; and represents their interests in the institution, the education profession, and the school community.

*Each participating school district works with the institution to give appropriate attention to the effective operation of the internship program. Each school district ensures that the program is operating in a manner to further the educational goals of the district.*

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the unit supports the goals and purposes of each program?
- How well does the leadership of the education unit develop a unified sense of teamwork among the administrators of sub-units, including credential programs?
- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the education unit and the institution as a whole?
- How prompt is the leadership of the education unit in addressing and resolving problems in credential programs that are amenable to administrative solutions?

- How frequently and openly does the education unit leadership confer with the faculties who teach credential candidates and supervise their field experiences? Is there evidence that the priorities and advice of credential program faculties and supervisors are considered reflectively by the education unit leadership?
- To what extent is the unit leader seen as an advocate for credential program faculties and supervisors within the institution, the education profession as a whole, and the local school community?
- *How does the employing school district show its support for the goals and purposes of the program and how does it assure the college or university that appropriate support for the interns is available to the district?*

## Standard 2

### Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

*Each participating school district works with the institution to provide sufficient resources, in addition to intern salaries, to fulfill needs of the internship program and to ensure its success.*

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How adequate are personnel resources to staff each credential program? To maintain each program's effectiveness, does it have sufficient numbers of full-time and part-time positions for instructional faculty, field supervisors and support personnel?
- How well does the institution provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?
- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?
- *How does the employing school district provide access to resources to allow each intern to perform successfully in his or her position? Are those resources sufficient to allow the program to operate effectively?*



## Standard 3

### Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How effectively does the institution ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?
- How effectively does the institution develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?
- How well does the institution ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?
- How well does the institution follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?
- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?

- To what extent does the institution recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?
- How well does the institution ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?



## Standard 4

### Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

*For an internship program, the system of program evaluation and development includes representatives of the participating district(s) and representatives of persons who hold the affected credential from the participating district(s).*

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?
- How does the institution collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?
- In what manner is evaluation information used to make qualitative decisions about credential preparation programs? To what extent is evaluation information provided to persons with decision-making authority about credential programs, courses, field experiences, and resources?

- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?
- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?
- *To what extent does the ongoing evaluation and development system include substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential?*

## Standard 5

### Admission

In each credential preparation program, qualified candidates are admitted on the basis of well-defined admission criteria and procedures that utilize multiple measures and encourage the admission of students from under-represented groups through alternative criteria and procedures. The institution determines that each admitted candidate has appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills and other basic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each candidate admitted to basic teaching credential programs (including emphasis credentials) has attained an undergraduate grade point average (GPA) that is above the median GPA for a comparable population of students at the institution. Each candidate admitted to advanced credential programs meets institutional standards for graduate study.

*Each individual admitted to an internship program has had sufficient prior experiences and personal qualifications to foster performance at the level of responsibility required of an intern. Interns have had prior experiences that adequately prepare them for the actual responsibilities of the position.*

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- To what extent are the credential program admission criteria and procedures clearly described and available to prospective candidates for credentials?
- What are the multiple measures used by the institution to define the academic achievement and professional potential of credential candidates?
- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?

- For the basic teaching credential programs, does the institution define an appropriate comparison group? How carefully does the institution ensure that each admitted candidate has an undergraduate GPA that is above the median GPA for the comparison group?
- For advanced credential programs, how carefully does the institution ensure that each admitted candidate meets the institutional standards for graduate study?
- How does the institution determine and evaluate each applicant's personal qualities and preprofessional qualifications? For example, does the institution consider personal interviews with candidates, on written evaluations of candidates' prior experiences with children and youth, and prior leadership activities?
- To what extent do the institution's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability?
- How do the admissions criteria consider the candidates' sensitivity to, and interest in, the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?
- *When applicants' qualifications are considered, how well ~~do~~ the internship program's admission procedures provide information about relevant experience and background to account for the increased responsibilities of interns? How consistently ~~is~~ that information used in making admission decisions about applicants?*

## Standard 6

### Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

*In consultation with each intern and a representative of the intern's employer, faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Interns have support in the performance of their tasks and the planning of their professional development, including an individual plan for professional development and the support of one or more mentor teachers.*

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How well does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs? How adequate are those services?

- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How carefully does the institution review each candidate's competence at designated checkpoints? Does the institution inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?
- How well are the requirements for each credential program and information about available services made accessible to prospective and current candidates?
- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the program? Are candidates informed about the legal requirements for state certification? Are they also informed about the individuals who are available to provide services to them?
- In what manner is each candidate informed about institutional grievance and appeal procedures?
- *How does the institution ensure that an individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district? Does each plan include provisions for intensive mentoring for each intern?*

## Standard 7

### School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

*In each internship program, the institution and the participating school district(s) and practitioner representatives collaborate effectively in the selection, orientation and evaluation of interns and of mentors to guide, assist and support each intern at her/his school site throughout the duration of the internship.*

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the institution and local districts and school sites where candidates are placed for their field experiences?
- To what extent does the institution, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the institution seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?
- To what extent is there a description of the fieldwork/clinical experience options that are available to candidates and how those options correspond to the organizational structure and academic requirements of each credential program?
- How does the institution ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and institutional personnel?

- How thoroughly does the institution periodically review the suitability and quality of all field placement sites?
- To what extent does the institution review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites and supervisors?
- How well developed is the institution's plan and rationale for the sequence of field experiences in each credential program?
- *How consistently and effectively is collaboration evident in the selection of interns and district supervisors of interns, placement of interns in teaching or other positions and shaping and evaluation of the internship assignments?*



## Standard 8

### Field Supervisors

Each field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. Supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

*Internship field supervisors provide a significant source of professional training for credential candidates, and are well qualified, oriented, trained and recognized.*

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How does the institution ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do program coordinators determine that field supervisors have remained current with changes in the profession and the student population?
- How thoroughly and promptly does the institution provide for the effective role-orientation and supervisory training of each district field experience supervisor.
- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?
- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and institutional personnel?
- To what extent does the institution recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

- *How well does the institution ensure that each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment?*
- *How is each person who supports one or more interns trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district?*

**Attachment D:**

**Educator Preparation for California 2000:**

**The Accreditation Framework**

Created by:

The  
Accreditation  
Advisory  
Council

The  
Professional  
Services  
Division

Commission on Teacher Credentialing

1812 Ninth Street

Sacramento, California 95814-7000

*The mission of the  
Commission on Teacher Credentialing is  
to maintain and enhance quality  
while encouraging innovation and creativity  
in the preparation . . . of  
professional educators for  
California's public schools.*



# The Commission on Teacher Credentialing

State of California  
Pete Wilson, Governor  
April 1995



## Commission Membership



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Scott Harvey, Vice Chair

Elementary School Principal  
Public Representative

Phillip Barker

Middle School Teacher

Pamela Davis

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Carolyn Ellner

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Jerilyn Harris

Secondary School Teacher

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Elizabeth Heidig

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Association of Independent  
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## Executive Staff



Philip Fitch

Executive Director

## The Accreditation Advisory Council



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David Wampler, Vice Chair	Teacher Education Faculty	University of California, Davis
Barbara Carrillo	Executive Director	Calif. Assn. for Bilingual Education
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### Council Membership: 1989-91



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## The Committee on Accreditation

In 1994 a Nominating Panel of six distinguished professional educators assisted the Commission on Teacher Credentialing in selecting, from 137 nominated professionals, the twelve initial members of the Committee on Accreditation for the education profession in the State of California.



### Committee Membership: 1995-97



Carol Barnes	Professor, Elementary Education	California State University, Fullerton
Barbara Burch	Dean, School of Education	California State University, Fresno
Joya Chatterjee	Elementary School Principal	Santa Clara Unified School District
Anita "Chris" Chavez	Assistant Superintendent	Chula Vista Elementary School District
Ann Chlebicki	Superintendent	Palos Verdes Peninsula School District
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## Acknowledgments

For her visionary leadership in a pioneering effort, the California State Commission on Teacher Credentialing salutes State Senator Marian Bergeson, whose strong support and thoughtful guidance enabled the Commission to adopt this policy framework as well as other important reforms in California teacher education.

The Commission thanks the Accreditation Advisory Council for creative ideas and significant insights that formed the basis of this *Accreditation Framework*. As advisors to the Commission, members of the Council provided outstanding service to the education profession and the people of California.

The Accreditation Advisory Council had the benefit of excellent leadership by its elected Chairs and Vice-Chairs. The Chair and Vice-Chair from 1991 through 1993, Margaret Bonanno of the Oak Grove School District and David Wampler of the University of California, Davis, skillfully led the Council to a consensus of support for this *Accreditation Framework*.

The Commission is also grateful to the many professional educators who reviewed successive drafts of the *Framework*. Significant assistance was provided by Jan Mendelsohn of the Chancellor's Office, California State University, and Ami Zusman of the President's Office, University of California.

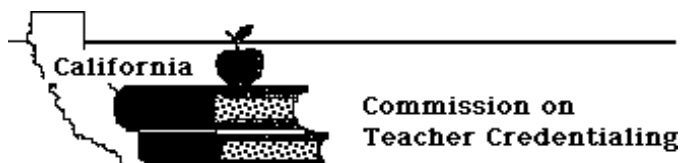
Finally, the Commission is grateful to three members of its professional staff for significant contributions to the *Accreditation Framework*: David Wright, Director of Professional Services; Bob Salley, Administrator of Program Evaluation; and John McLevie, Consultant in Program Evaluation and Research. Additional consultants in the Professional Services Division who made important contributions were Carol Bartell, Larry Birch, Joe Dear, Michael McKibbin, Marie Schrup and Priscilla Walton.

The Commission accepts full responsibility for the *Framework* and looks forward to its successful implementation with the assistance of many professional educators.

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# Educator Preparation for California 2000: The Accreditation Framework

1995

This *Accreditation Framework* was prepared by the Accreditation Advisory Council and the Professional Services Division of the Commission on Teacher Credentialing pursuant to Senate Bill 148 by Senator Marian Bergeson (Chapter 1455, Statutes of 1988). On May 7, 1993, the Commission adopted the *Accreditation Framework* for subsequent implementation under Senate Bill 655 (Bergeson, Chapter 426, Statutes of 1993), which became effective on January 1, 1994. The text of Senate Bill 655 is in Appendix 1.

## Introduction to the Accreditation of Educator Preparation

This *Framework* addresses the accreditation of colleges and universities that prepare teachers and other educators for professional state certification in California. Accreditation is an assurance of quality in the preparation of professional educators, and is therefore important to the Commission, the education profession, the general public, and the accredited institutions. This Introduction to the *Framework* describes the context for accreditation of educator preparation in California, and articulates several principles for a new accreditation system in the field of educator preparation. Consistent with these principles, specific accreditation policies are in Sections One through Eight and Appendices One through Three of the *Framework*.

## California Students in the 21st Century



In the next century, California citizens will confront new challenges and opportunities. An increasingly complex and competitive economy will demand that individuals, institutions and corporations respond productively to new technologies and resources for obtaining and interpreting information, making sound decisions, and using ideas effectively. Mastering specific job skills and learning traditional information will not suffice because the "half-life" of skills and information is becoming increasingly short.

Californians must also be prepared to succeed in an increasingly diverse culture. Soon the adult population of the state will reflect that of the schools -- no cultural group will constitute a majority. Ethnic, language and gender groups are establishing new economic roles and productive relationships in California. Learning to see the world through diverse perspectives and to communicate in multiple languages will be increasingly important for the personal and financial success of future students.

In the schools, studies of language, literature and the arts, history and the social sciences, mathematics and the natural sciences must respond to contemporary realities to keep pace with social and technological changes. Future writers, scientists, artists, historians and other leaders must invent and use new paradigms that will enable all Californians to prosper in a changing environment. These and other future challenges confront the students who attend California schools. To enable all students to meet these challenges and attend excellent schools, California must ensure the qualifications of professional educators who serve in the schools.

## California Schools in the 21st Century



To become productive, active, healthy citizens, students need to interact with competent and caring educators in every school. In the early years, learners' motivations and interests must be encouraged and fulfilled by dynamic, responsive teachers who are well prepared in the broad curriculum of early education, and who present that curriculum in developmentally appropriate ways. Young students' needs will become more diverse in the future, so their teachers must be assisted by effective school leaders and specialists who are specifically prepared to develop the children's educational, linguistic and personal capabilities before their early needs become critical problems.

As students enter middle childhood and early adolescence, their physical and emotional needs demand active, hands-on instruction in school environments that emphasize social responsibility and personal accountability. As youngsters advance in their studies, their teachers must have increasing depth of knowledge and competence in the subjects of their basic education. To make sense of contemporary life, students need the support of integrated teams of teachers, counselors, psychologists, social workers and other specialists. Learning to find and use information and ideas requires assistance by professional librarians in the schools. Successful passage through the critical middle years also requires the firm, thoughtful guidance of school leaders who understand the growth and education of early adolescents.

Whether they proceed to postsecondary education or immediately to the world of work, high school students must become thoughtful learners of the full range of academic subjects: English, other languages, history, the arts and humanities, mathematics, the sciences and physical education. These advanced learners must have access to subject matter specialists who are effective at teaching the core disciplines. They must be assisted effectively by qualified health specialists, guidance counselors, information technologists, school psychologists, and attendance officers. The managers of complex high schools must be particularly effective as planners, communicators, and leaders.

When the new century begins, professional educators will continue to be the primary catalysts for student learning. The complex needs of individual learners cannot be met fully if educators function individually. Increasingly, the success of education will depend on the preparation and ability of individual educators to serve as productive members of professional teams that will be responsible for the educational and personal progress of groups of students.

## Educator Preparation for the 21st Century



The future needs of students and schools have important implications for educator preparation. Professional educators need to bring many important qualities into school learning environments. They should be well educated in the core curriculum and the essential skills of writing, reading and reasoning. Educators should also be persons who embrace core values such as honesty, respect for diversity, commitment to social justice, and openness to change.

Core values and knowledge will be essential *but not sufficient* in the increasingly diverse and complex schools of the future. With increasing student variability, changing social conditions in our communities, and new developments in many disciplines of knowledge, it is no longer possible for generalists in education to serve all the legitimate purposes of education effectively. Individual educators should have increasingly specialized abilities along with the talent and commitment to serve collaboratively with other professionals.

Prospective educators therefore need basic general education followed by specialized professional studies, supervised practica and preparation to serve in diverse settings. Future classroom teachers need an integrated curriculum of content studies; analyses of teaching, learning and human development; and increasing responsibilities for the instruction of students. Other prospective educators need specialized studies and practica in school administration, career counseling, language development, psychological assessment, information science, school health and several related fields.

These essential components of educator preparation cannot simply be *included* in each professional's education; each element should be characterized by excellent teaching, disciplined research, productive dialogue and a spirit of inquiry and investigation. Preprofessional experiences in the schools should be carefully planned, supervised and assessed by qualified institutional personnel in relation to realistic expectations related to the competence of entry-level professionals. As prospective educators acquire their own postsecondary education, they must interact with competent, caring role models as well as committed students with diverse professional goals. Both the curriculum and the institutional environment of educator preparation should be *educative* in the highest sense.

## Professional Accreditation and Certification



Professional accreditation is the process of ascertaining and verifying that, at each college and university that prepares individuals for state certification, sufficient quality characterizes that preparation. State certification is the process of ascertaining and verifying the qualifications of each future member of a profession like education. These two processes -- professional accreditation and state certification -- have distinct objectives but they serve a common set of overarching purposes. It is critical, therefore, that accreditation and certification function as *an integrated system* for the purposes that are outlined below.

In education, the first purpose of a professional accreditation and certification system is to assure the public, the students and the profession that future educators have access to excellence in content education, specialized preparation and professional practice in education, and that these components of educator preparation are oriented to the educational needs of future elementary and secondary students. Assuring excellence in educator preparation is the distinctive objective of *accreditation* in this system. Ensuring that each licensed educator has completed accredited preparation is the distinctive function of *certification*. By integrating accreditation with certification, policymakers can also ensure that educator preparation will be responsive to the critical dynamic needs of elementary and secondary schools.

A second essential function of an accreditation-certification system is to ensure that future educators have actually acquired abilities and perspectives that are essential for fulfilling specified professional responsibilities such as teaching or other services in schools. To ensure that professional credentials provide such assurances, *certification* decisions should be based on valid assessments of accepted standards of competence for entry-level service as professional educators. *Accreditation* also contributes to these assurances by ascertaining and verifying that each candidate's growing competence is assessed and confirmed by an accredited institution. An integrated accreditation - certification system provides the strongest possible assurance that professional credentials are awarded to individuals who have earned them on the basis of their competence.

A third critical purpose of accreditation and certification is to verify that each educator's specialized preparation and attainments are appropriate for the assignment of particular responsibilities in schools, and that these responsibilities are related to his or her preparation and expertise in the profession. Assuring the appropriateness of specialized preparation for future responsibilities is a distinctive objective of *accreditation* in the system. Verifying that each educator's responsibilities are based on actual preparation and expertise is a function of *certification*. An integrated system of accreditation and certification maximizes the prospect that assigned duties will be consistent with prior preparation and competence as an educator.

Finally, the fourth goal of an accreditation-certification system is to contribute to broader efforts to enhance the personal stature and professional standing of teachers and other educators as members of a profession that has a strong base of specialized knowledge and a demonstrated record of accomplishment in elementary and secondary schools. Related to this important goal, an objective of *accreditation* in education is to foster improvements in the design, content and delivery of professional curricula and practice, and in the selection, guidance, supervision and assessment of candidates. A related objective of *certification* is to provide reliable information about the collective knowledge, competence and accomplishments of professional educators. Functioning together, accreditation and certification have greater capacity to enhance the stature of education as a profession in the eyes of students, parents and other citizens.

The overall effectiveness of education in California depends, in part, on the systemic cohesiveness of educator preparation, accreditation, assessment and certification. Attempts to disassemble the components of this system may serve the interests of some of its participants, but the effective education of elementary and secondary students requires that they be integrally linked. This linkage with the certification system is one of seven essential attributes of an accreditation system for educator preparation institutions in California.

## Key Attributes of Accreditation in a Certification System



Prior to reviewing accreditation policies originally proposed by the Advisory Council, the Commission decided that an accreditation system in education should have seven essential attributes, which were published in a preliminary report entitled *Educator Preparation for California 2000: Background Information for a New Accreditation Framework* (November, 1991). The seven essential attributes of an accreditation system are summarized below. In drafting the accreditation policies in this *Framework*, the Accreditation Advisory Council and the Commission's professional staff sought to incorporate these attributes in a new accreditation system for California educators.

**First Attribute of Accreditation: Orientation to Educational Quality** . Accreditation policy should focus primarily on the educational *quality* of educator preparation in colleges and universities. Accreditation *standards* should describe levels of quality that are deemed to be acceptable by the body that has statutory responsibility for accreditation standards, which is the Commission. Standards should not focus on purely technical or operational aspects of educator preparation, but should enable trained reviewers with professional expertise to find out whether educator preparation in an institution is characterized by acceptable levels of quality. <sup>1</sup>

Accreditation *reviews* should also be oriented to issues of quality. During a review, the judges need to obtain evidence that relates to the educational quality of preparation programs and policies within the institution. Through experience, expertise and training, the reviewers must be skilled at discerning the important from the unimportant in educator preparation.

The *results* of accreditation reviews should also bear on issues of quality in the education of educators. The findings and recommendations of accreditation reviewers should focus on important matters of quality. Accreditation decisions should hinge on findings that are educationally significant and clearly related to quality-oriented standards.

**Second Attribute: The Professional Character of Accreditation.** Professional educators should hold themselves and their peers accountable for the quality of professional education. Professionals should be involved intensively in the entire accreditation process. They should create accreditation standards, conduct accreditation reviews, and make accreditation decisions. Participants in these aspects of accreditation should have experience, expertise and training that are appropriate for their specific roles in accreditation. In each step of accreditation, decisions should emerge from consultative procedures, and should reflect the consensus of the professional participants.

The general public has a compelling interest in accreditation decisions that are part of the public education system in California. So do professionals whose work is judged *by* the accreditation system, or whose future success depends *on* its results and effectiveness. The expertise and experience of the accreditors should be credible to the general public *and* the education profession in California.

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<sup>1</sup> In addition to quality standards, accreditation systems often include requirements for compliance, which are usually more technically focused than the standards. Often called "preconditions," these compliance requirements are appropriate secondary elements of an accreditation system.

**Third Attribute: Breadth and Flexibility** . For institutions to be effective in a dynamic state like California, they must be creative and responsive to the changing needs of prospective educators. In a society as diverse as California, universities and colleges must also be highly varied in their missions and philosophies. Accreditation should not force institutions to conform to prescribed patterns unless these conventions have a firm basis in principles of educational quality and equity.

Accreditation standards should be drawn so different institutions can meet them in a variety of acceptable ways. There *are* acceptable and unacceptable forms of educator preparation; accreditation should differentiate between them. There are also *multiple ways* of educating prospective educators acceptably; accreditation should not favor any of these over the others.

Accreditation standards should relate to broad domains of educator preparation, not to specific practices or procedures. They should describe *levels of quality* without stipulating *how* institutions are to comply. Explanations of the standards should clarify their meaning without making the standards restrictive. The expertise and training of accreditation reviewers should, moreover, emphasize the importance of preserving institutional diversity and creativity.

**Fourth Attribute: Intensity in Accreditation** . Accreditation should focus with *intensity* on key aspects of educational quality. The process should allow and encourage divergence among programs and institutions, and should also be exacting in assembling key information about critical aspects of educational quality. The *scope* of accreditation should be comprehensive, and the information generated by the review process should be sufficient to yield *reliable judgments and conclusions* by the reviewers.

Accreditation standards should encompass the critical dimensions of educator preparation. In order to recommend an institution for accreditation, experienced professional reviewers should be satisfied that the institution provides a comprehensive array of excellent learning opportunities for future educators. The reviewers should not have a gnawing concern that 'something is missing here.'

Accreditation decisions should be based on information that is sufficient in breadth and depth for the results to be credible and dependable. Regarding each broad standard, accreditation reviewers need to fully understand the educationally important aspects of educator preparation at the institution. If an accreditation system relies on information that is too superficial or incomplete to serve as a basis for sound decisions, its lack of reliability will foster mistrust in the institutions and contempt in the profession.

Intensity in accreditation (Attribute 4) is consistent with a focus on quality (Attribute 1), involvement of professionals (Attribute 2), and breadth and flexibility (Attribute 3). To find out if broad, quality-oriented standards are met, and to make reliable judgments and sound recommendations, reviewers need to assemble a considerable body of data that is *collectively* significant. It is not necessary that each item of compiled information be critically important *on its own*.

**Fifth Attribute: Integration with the Certification System** . As noted earlier, accreditation and certification should function in ways that are systemically coherent, in order to ensure the appropriateness of specialized preparation for the future responsibilities of professional educators.

There would be no reason to require future educators to earn credentials, or to pursue excellent preparation, if their subsequent professional responsibilities in schools were 'out-of-sync' with their preparation. There would also be little reason to include an accreditation process in the certification system if the preparation and expertise that accreditation verifies were not directly linked to the authorizations of credentials.

For these reasons, accreditation decisions about postsecondary institutions should parallel the kinds of decisions to be made about individual educators in the certification system. Accreditation decisions should be as specialized and specific as the authorizations of credentials because the latter are based, in part, on specialized preparation in accredited institutions. To the extent that the credential structure differentiates among distinct professional roles and responsibilities, these distinctions must be based, in part, on an accreditation system that has a parallel structure.

**Sixth Attribute: Contributions of Accreditation to Improved Preparation.**

Accreditation standards, reviews and decisions should contribute to improvements in the preparation of educators. The quality of an institution's policies, practices and outcomes should improve as its faculty, administrators and students strive to meet accreditation standards. The institution's offerings should also benefit from the quality orientation of an accreditation review. When these effects of accreditation fall short, however, specific accreditation decisions should also provoke needed improvements in educator preparation institutions.

For improvements to occur, accreditation reviews must identify and describe weaknesses in the quality of an institution's offerings. Rather than viewing accreditation reviews as troublesome or intimidating forms of interference, institutions should expect substantive benefits from an intensive, professional, quality-oriented process. Over time, the Commission should reexamine its accreditation policies to ascertain whether substantive improvements are actual bi-products of those policies.

**Seventh Attribute: Efficiency and Cost-Effectiveness** . An accreditation system should fulfill its purposes efficiently and cost-effectively. Review procedures, decision processes and reporting relationships should be streamlined and economical. Participants' roles should be clearly defined, and communications should be efficient.

There are costs associated with establishing standards, training reviewers, assembling information, preparing reports, conducting meetings and checking the accuracy of data and the fairness of decisions. Containing these costs is an essential attribute of accreditation, but efficiency must not undermine the capacity of accreditors to fulfill their responsibilities to the public and the profession. Accreditation costs, which are borne by institutions, individual accreditors and the accrediting body, should be reviewed periodically by the Commission in relation to the key purposes of accreditation.



## A New Structure for Professional Accreditation



This policy framework by the Commission on Teacher Credentialing emphasizes the *professional character* of accreditation in education. Professionals have a responsibility to hold their peers accountable for established standards. Before adopting this *Framework*, the Commission relied on practitioners and other experts to create the standards for evaluating educator preparation in each teaching and specialty area. For several years, professional educators also engaged in local program reviews on behalf of the Commission. The most far-reaching change created by this *Framework* is the empowerment of professionals to make accreditation decisions.

Consistent with the need for professionalism at all levels of accreditation, the Commission is implementing this *Framework* by creating a small body of leading educators who bring extensive professional expertise to bear on accreditation decisions. The Committee on Accreditation consists of experienced, highly-respected professionals who can determine the accreditation of postsecondary institutions without reference to organizational perspectives because they do *not* represent specific organizations, institutions or constituencies.

As defined in Section 2 of this *Framework* (pp. 11-13), the Committee on Accreditation is expected to bring its extensive expertise to bear on professional judgments regarding quality issues and concerns in the field of educator preparation. The Committee makes accreditation decisions consistent with the Commission's accreditation standards and other policies. The Committee also informs and advises the Commission on policy issues that relate to academic content and purposes, and on the maintenance of excellent college and university programs for prospective educators throughout the State. Delegation of these significant professional responsibilities to the Committee on Accreditation effectively establishes a new organizational structure for the accreditation of educator preparation in California.

# Accreditation Policies

Sections 1 through 8 of the *Framework* are based on California Education Code Sections 44370 through 44374, which are in Appendix 1.

## Section 1 Authority and Responsibilities of the Commission on Teacher Credentialing

Pertaining to the accreditation of educator preparation, the authority and responsibilities of the Commission on Teacher Credentialing include the following.

### A. Responsibilities Related to Accreditation Policies



1. **Adopt and Modify the *Accreditation Framework*.** The Commission has the authority and responsibility to adopt an *Accreditation Framework*, "which sets forth the policies of the Commission regarding the accreditation of educator preparation in California" (Education Code Section 44372-a). The present document is the adopted *Accreditation Framework*. The Commission may modify the *Framework* in accordance with Section 8 of the *Framework*. Modifications occur in public meetings after the Commission considers relevant information provided by the Committee on Accreditation, institutions, accreditation team members, the Commission's staff, and other concerned individuals. The Commission determines when a policy modification takes effect.
2. **Establish and Modify Standards for Educator Preparation.** Pursuant to Education Code Section 44372-b, the Commission has the authority and responsibility to establish and modify standards for educator preparation in California.

### B. Responsibilities Related to Accreditation Decisions



1. **Initial Accreditation of Institutions.** In accordance with Education Code Sections 44227-a and 44372-c and Section 4 of this *Framework*, the Commission determines the eligibility of an institution that applies for initial accreditation and that has not previously prepared educators for state certification in California. The Commission accredits institutions that meet the criteria that have been adopted for that purpose by the Commission. Institutional accreditation by the Commission establishes the eligibility of an institution to submit specific program proposals to the Committee on Accreditation.

2. **Hear and Resolve Accreditation Appeals.** The Commission hears appeals of accreditation decisions, which must be based on evidence that accreditation procedures or decisions were "arbitrary, capricious, unfair, or contrary to the policies of the Commission or the procedural guidelines of the Committee on Accreditation" (Education Code Section 44374-e). The Commission resolves each appeal, and the Executive Director communicates the Commission's decision to the Committee on Accreditation, the accreditation team, and the affected institution.

### C. Responsibilities Related to the Committee on Accreditation



1. **Establish a Nominating Panel.** In collaboration with the Accreditation Advisory Council and subsequently with the Committee on Accreditation, the Commission establishes a Nominating Panel to solicit and screen nominations and recommend educators to serve on the Committee on Accreditation.
2. **Appoint the Committee on Accreditation.** Pursuant to Education Code 44372-d and Section 2 of this *Framework*, the Commission appoints members and alternate members of the Committee on Accreditation for specific terms. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does not appoint members to represent particular institutions, organizations or constituencies.
3. **Address Issues and Refer Concerns Related to Accreditation.** The Commission considers issues and concerns related to accreditation that it identifies, as well as those brought to the Commission's attention by the Committee on Accreditation, postsecondary institutions, the Commission's staff, or other concerned individuals or organizations. At its discretion, the Commission may refer accreditation issues and concerns to the Committee on Accreditation for examination and response.
4. **Review Annual Reports by the Committee on Accreditation.** The Commission reviews *Annual Accreditation Reports* submitted by the Committee on Accreditation. *Annual Reports* include standard information about the dimensions and results of the accreditation process. *Annual Reports* may also identify the Committee's issues and concerns, but these may be presented to the Commission separately from the *Annual Reports*.

### D. Responsibilities Related to the Accreditation System



1. **Allocate Resources Annually for Accreditation Operations.** The Commission annually allocates resources for accreditation operations to implement this *Accreditation Framework*. Consistent with the Commission's general practice, staff assignments to accreditation operations are made by the Executive Director, in accordance with state budgets, laws and regulations.

2. **Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** The Commission shares responsibility with the Committee on Accreditation for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of this *Accreditation Framework*.
3. **Review and Sponsor Legislation Related to Accreditation.** The Commission reviews legislative proposals to amend the Education Code related to the accreditation of educator preparation institutions. As the need arises, the Commission sponsors legislation related to accreditation, after considering the advice of the Commission's professional staff, the Committee on Accreditation, educational institutions and professional organizations.

## Section 2 Functions and Appointment of the Committee on Accreditation

The functions, membership and appointment of the Committee on Accreditation are set forth in Education Code Section 44373 and this section.

### A. Functions of the Committee on Accreditation



1. **Comparability of Standards.** In accordance with Section 3 of this *Framework*, the Committee determines whether standards submitted by institutions under Option 2 (National or Professional Program Standards) or Option 5 (Alternative Program Standards), taken as a whole, provide a level of program quality comparable to standards adopted by the Commission under Option 1 (California Program Standards). If the Committee determines that the proposed standards are collectively comparable in breadth and depth, when taken as a whole, to the Commission-adopted standards, the Committee on Accreditation may approve the proposed standards as Program Standards in California.
2. **Initial Accreditation of Programs.** The Committee reviews proposals for the initial accreditation of programs submitted by institutions that have been determined eligible by the Commission. New programs of educator preparation may be submitted under Options One, Two, Four or Five in Section 3. If the Committee determines that a program meets all applicable standards, the Committee grants initial accreditation to the program.
3. **Continuing Accreditation Decisions.** After reviewing the recommendations of accreditation teams and the responses of institutions, the Committee makes decisions about the continuing accreditation of educator preparation institutions and programs, consistent with Section 6 of this *Framework*. Pertaining to each institution, the Committee makes one of three decisions: Accreditation, Accreditation with Stipulations, or Denial of Accreditation.

4. **Accreditation Procedures.** Consistent with the terms of Section 6, the Committee recommends appropriate guidelines for self-study reports and other accreditation materials and exhibits to be prepared by institutions. The Committee also adopts guidelines for accreditation team reports, which emphasize the use of narrative, qualitative explanations of team recommendations. The Committee may provide additional guidance to institutions, teams and the Executive Director regarding accreditation visit procedures. The procedural guidelines of the Committee are published by the Commission as an *Accreditation Handbook*.
5. **Monitor the Accreditation System.** The Committee monitors the performance of accreditation teams and oversees other activities associated with the accreditation system.
6. **Annual Reports, Recommendations and Responses.** The Committee presents *Annual Accreditation Reports* to the Commission. *Annual Reports* include standard information about the dimensions and results of the accreditation process. The Committee also advises the Commission about policy changes to improve the quality and integrity of the accreditation process.
7. **Meet in Public Sessions.** The Committee conducts its business and makes its decisions in meetings that are open to the public, except as provided by statute.
8. **Jointly Sponsor an External Evaluation of Accreditation Policies and Practices.** The Committee shares responsibility with the Commission for the design and implementation of a comprehensive evaluation of accreditation policies and the selection of an external evaluator to conduct the evaluation, pursuant to Section 8 of the *Framework*.

## B. Membership of the Committee on Accreditation



1. **Membership Composition.** The Committee consists of twelve members. Six members are from postsecondary education institutions, and six are certificated professionals in public schools, school districts, or county offices of education in California. Selection of members is based on the breadth of their experience, the diversity of their perspectives, and "their distinguished records of accomplishment in education" (Education Code Section 44373-a). All members serve as members-at-large. No member serves on the Committee as a representative of any organization, institution, or constituency. To the maximum extent possible, Committee membership is balanced according to ethnicity, gender, and geographic regions. The Committee includes members from elementary and secondary schools, and from public and private postsecondary institutions. The elementary and secondary school members include at least one certificated administrator, one teacher, and one role specialist. The postsecondary members include at least one administrator and one faculty member, both of whom must be involved in professional teacher education programs.

2. **Membership Criteria.** The criteria for membership on the Committee are: evidence of achievement in the education profession; recognized professional or scholarly contributions in the field of education; recognition of excellence by peers; experience with and sensitivity to issues of human diversity; distinguished service in the field of educator preparation; knowledge of issues related to the preparation and licensing of education professionals; length of professional service; and possession of appropriate educational degrees and professional credentials.

## C. Appointment of the Committee on Accreditation



1. **Nominating Panel.** A Nominating Panel of six distinguished members of the education profession in California identifies and nominates individuals to serve on the Committee on Accreditation. The Nominating Panel is comprised of three college and university members and three elementary and secondary school members. The Commission and the Accreditation Advisory Council must reach consensus on the members of the initial Nominating Panel. Subsequently, the Commission and the Committee on Accreditation will reach consensus on new members of the Nominating Panel. The terms of Nominating Panel members are four years long. Members of the Panel may not serve more than one term.
2. **Nomination of Committee Members.** To select members for the Committee on Accreditation, the Nominating Panel solicits nominations from professional organizations, agencies, institutions, and individuals in education. Each nomination must be submitted with the consent of the individual and the nominee's professional resume. Self-nominations are not accepted.
3. **Selection of Initial Committee Members.** Based on the membership criteria and the principles of balanced composition set forth in this section, the Nominating Panel recommends for initial appointment twenty-four highly qualified nominees who are drawn equally from colleges and universities (twelve nominees) and elementary and secondary schools (twelve nominees). The Commission appoints the twelve members and six alternate members of the Committee by selecting from the nominations submitted by the Panel.
4. **Terms of Appointment.** The Commission appoints members of the Committee on Accreditation to three-year terms. However, the initial appointees include six members with two-year appointments and six with three-year appointments. A member may be renominated and reappointed to a second term of three years. A member may serve a maximum of two terms on the Committee.
5. **Selection of Subsequent Committee Members.** Prior to the conclusion of the Committee members' terms, the Nominating Panel again submits nominations to the Commission, which must be drawn from individuals who have been nominated and reviewed. The Panel submits twice as many nominees as the number of pending vacancies on the Committee. The Commission fills each Committee seat and alternate position by selecting from the nominations.
6. **Committee Vacancies.** When a seat on the Committee becomes vacant prior to the conclusion of the member's term, the Executive Director fills the seat for the remainder of the term by appointing a replacement from the list of alternate members.

## Section 3

### Accreditation Standards

There are two categories of accreditation standards for institutions that prepare professional educators in California. An accredited institution is expected to satisfy the standards in both categories.

**Category I. Common Standards** relate to aspects of program quality that are the same for all credential programs. This category includes standards regarding the overall leadership and climate for educator preparation at an institution, as well as standards pertaining to quality features that are common to all programs such as resources, coordination, admissions and advisement. An institution responds to each Common Standard by providing pertinent information, including information about individual programs. The Common Standards are in Appendix 2 of this *Framework*.

**Category II. Program Standards** address the quality of program features that are specific to a credential, such as curriculum, field experiences, and knowledge and skills to be demonstrated by candidates in the specific credential area. When institutions prepare for continuing accreditation reviews, they may consider the following options for program-specific standards. Different options may be exercised by different credential programs at an institution. Options that are selected will be the basis for the review of specific programs by accreditation teams, and will guide the selection and orientation of team members. Pertaining to each program, the institution responds to each standard in the selected option by providing program-specific information for review by the accreditation team.

- **Option 1. California Program Standards.** The Commission continues to rely on panels of experts from colleges, universities and schools to develop standards for specific credential programs. These panels are guided by current research findings in the field of the credential. They also consider standards developed by appropriate national and statewide professional organizations. If the national or professional standards are found to be appropriate for California, a panel may recommend that the Commission adopt them in lieu of developing new standards or revising the Commission's existing standards. After reviewing the recommendations of advisory panels and other experts, the Commission adopts California Program Standards for the initial and continuing accreditation of credential preparation programs. The Commission may require that a new set of California Program Standards be met by each institution that prepares candidates for a credential.
- **Option 2. National or Professional Program Standards.** California institutions may propose program standards that have been developed by national or state professional organizations. Such a proposal may be submitted to the Committee on Accreditation with a statement of the institution's reasons for selecting this option and recommending the proposed standards. If the Committee determines that the recommended standards, taken as a whole, provide a level of professional quality comparable to the standards adopted by the Commission under Option 1 (California Program Standards), the Committee approves the proposed standards for use as Program Standards in the initial or continuing accreditation of credential programs.

- **Option 3. General Program Standards.** General Program Standards have been adopted by the Commission to constitute Option 3. These standards are in Appendix 3 of this *Framework*. An institution that elects to use this option may ask that the General Program Standards be used for the continuing accreditation of one or more credential preparation programs at the institution.
- **Option 4. Experimental Program Standards.** For initial accreditation, an institution may present a program that meets the Experimental Program Standards adopted by the Commission pursuant to Education Code Section 44273. Experimental programs are designed to examine professional issues or policy questions related to the preparation of credential candidates. For continuing accreditation, institutions that sponsor experimental programs are required to report their findings to the Commission, which disseminates the results to other institutions in California.
- **Option 5. Alternative Program Standards.** Pursuant to Education Code Section 44273, an institution may develop Alternative Standards for initial and continuing accreditation of a credential program. If the Committee on Accreditation determines that the proposed standards, taken as a whole, provide a level of program quality comparable to the standards adopted by the Commission under Option 1 (California Program Standards), the Committee approves the Alternative Standards for use as Program Standards by the institution that proposed them. A program that is subsequently accredited on the basis of Alternative Program Standards may legally depart from several statutory requirements that govern teacher education programs.

## Section 4 Initial Accreditation Policies

This section governs the initial accreditation of institutions and programs.

### A. Responsibility for Two Types of Initial Accreditation



1. **Initial Accreditation of Institutions.** A postsecondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.
2. **Initial Accreditation of Programs.** New credential program proposals by institutions that have been determined to be eligible by the Commission must fulfill preconditions established by state law and the Commission, the Common Standards, and a set of Program Standards. Descriptions of new programs include evidence of involvement in program design and planning by elementary and secondary school practitioners and members of diverse local communities. The Committee on Accreditation decides the initial accreditation of new credential programs at an eligible institution.



## B. Policies for Initial Accreditation of Programs



1. **Review of New Programs** . Prior to being presented to the Committee for action, new programs proposed by eligible institutions are reviewed by Commission staff members who have expertise in the credential area. If the Commission staff does not possess the necessary expertise, the program proposals are reviewed by external experts selected by the Executive Director. New programs are reviewed in relation to the Common Standards in Appendix 2 and the selected Program Standards as specified in Section 3 of this *Framework*. The Committee considers recommendations by the staff and the external reviewers regarding the accreditation of each proposed program.
2. **Institutional Standards.** An institution that selects National or Professional Program Standards (Option 2) or develops Alternative Program Standards (Option 5) submits the standards to the Committee on Accreditation for initial approval prior to developing a program proposal. The acceptability of the standards is assured before the institution prepares a program proposal.
3. **Experimental Programs.** The Committee on Accreditation accredits experimental programs by applying standards adopted by the Commission relating to:
  - submission of research questions, hypotheses or objectives related to the selection, preparation or assessment of prospective professional educators;
  - submission of a research design applicable to the research questions, hypotheses or objectives being investigated; and
  - demonstration of the potential effectiveness of the proposed program in generally improving the quality of service authorized by the credential.
4. **Alternative Programs.** The Committee on Accreditation accredits alternative programs by applying standards adopted by the Commission relating to:
  - the overall quality of alternative standards developed by the institution, which must have educational merit generally equivalent or superior to standards set by the Commission as Option 1;
  - the requirement that extended alternative programs adhere to standards of professional competence that exceed those set by the Commission for conventional teacher education programs; and
  - a recommendation that alternative programs that lead to Multiple or Single Subject Teaching credentials be designed to integrate the delivery of subject matter preparation and pedagogical preparation over the entire period of each candidate's initial preparation as a teacher.

## Section 5

### Continuing Accreditation Teams

This section governs the continuing accreditation of institutions in California.

#### A. Structure and Size of Accreditation Teams



- 1. Pool of Trained Reviewers.** To conduct reviews for the continuing accreditation of educator preparation institutions, the Executive Director of the Commission maintains a pool of trained reviewers consisting of California college and university faculty members and administrators, elementary and secondary school teachers and other certificated professionals, and local school board members, pursuant to Education Code Section 44374-b. The pool consists of approximately 200 persons who are geographically and culturally diverse, and who represent gender equity. The Committee on Accreditation establishes criteria for membership in the pool. The Executive Director adds new members to the pool from time to time.
- 2. Team Structure.** For an institution being considered for continuing accreditation, the Executive Director appoints an accreditation team and designates the team's leader. To ensure appropriate attention to specific programs at the institution, the team leader and the Commission's staff establish clusters of reviewers in a team with more than three members. One cluster of team members has primary responsibility for reviewing the Common Standards. Other clusters are responsible for reviewing groups of credential programs, and may provide information to the cluster that reviews the Common Standards. The size of clusters ranges from one to five members, depending on the level of effort required for each set of assignments.
- 3. Team Size and Expertise.** Normally, an accreditation team has from two to fifteen members. Programs are clustered together, where appropriate, to keep team size manageable, but needed expertise is included on each team. The range of credential programs at an institution is reflected in the expertise of the reviewers, but there need not be a one-to-one correspondence between credential programs and reviewer specializations. Student enrollments in programs, the complexity of programs, and/or the numbers of specialized programs offered by an institution may lead to a team with more than fifteen members.<sup>1</sup> At least one member of each institution's team has a depth of expertise in the multicultural, diversity and language acquisition needs of California classrooms. The size of a team and the clustering of programs are determined jointly by the dean or director of each unit that is responsible for credential programs; the Commission's staff consultant; and the team leader appointed for the review; all of whom sign a team size agreement.

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<sup>1</sup> Student enrollment is a factor because the team must complete a sufficient sample of interviews in order to make valid, reliable judgments about issues of quality. Complexity may be a factor if an institution operates diverse programs, or if programs are offered at geographically dispersed locations or in colleges outside the education unit.

## B. Organization and Expertise of Accreditation Teams



1. **Team Leader.** The Executive Director appoints an experienced reviewer as the leader of an institution's review team for continuing accreditation. The leader's roles are to assist the Commission's staff consultant in planning the review, participate in team size and composition decisions, and provide leadership in team training, orientation and support during the accreditation review. The team leader and the Commission's staff consultant are jointly responsible for management of the review.
2. **Cluster Leaders.** The team leader and staff consultant select a member of each cluster to serve as cluster leader, whose role is to help in organizing and managing the cluster's activities during the review.
3. **Common Standards Cluster.** The Common Standards are reviewed by a cluster of reviewers, including members who are able to make judgments about the education unit. This cluster may include a dean, associate dean, university unit director (when a smaller institution has a department rather than a school of education) and/or a superintendent of a school district or county office of education.
4. **Program Clusters.** Team members with appropriate experience and qualifications are responsible for professional judgments about credential programs. Reviewers assigned to a cluster should have sufficient expertise to make sound judgments about programs in the cluster.
5. **Team Assignments.** Team members are trained in reviewing the Common Standards and/or the selected Program Standards. A single cluster of reviewers is not normally given primary responsibility for reviewing the Common Standards and Program Standards in the same review.
6. **Team Continuity.** When possible and when appropriate to the programs at one or more institutions to be visited, members of previously successful teams are kept together for the purpose of reviewing more than one institution.
7. **New Reviewers.** For the most part, an accreditation team consists of experienced reviewers. A team need not include an inexperienced member, but new reviewers are appointed to accreditation teams after their training, when appropriate.
8. **Conflict of Interest.** Care is exercised to avoid conflicts of interest involving accreditation team members and the institution being reviewed. No member of a team shall have ties to the institution, such as current or past enrollment there, programmatic collaboration, past or present employment, or spousal connections.

## C. Training and Orientation of Accreditation Teams



Prior to participation in an accreditation review, team members, cluster leaders and team leaders participate in two kinds of in-depth training and orientation.

1. **Team Training.** To ensure that accreditation reviews examine issues of quality in preparation, team members participate in an intensive three-day training program, which focuses on team skills, interview techniques, accreditation procedures, and the consistent application of standards. In adopting an *Accreditation Handbook*, the Committee on Accreditation will attend to appropriate differentiation in the training of new and returning team members, cluster leaders and team leaders.
2. **Team Orientation.** On the day prior to the beginning of an accreditation site visit, team members meet to discuss their observations about the institutional self-study report, review their prior training as team members, and thoroughly plan the team activities for the accreditation review under the team leader and cluster leaders.

## Section 6

### Continuing Accreditation Policies

The policies in this section govern the Committee's procedural guidelines regarding the continuing accreditation of educator preparation institutions.

## A. Accreditation Handbook



1. **Standards and Related Questions** . The *Accreditation Handbook* will include the Common Standards in Appendix 2 and the Program Standards for Options 1 through 5, as well as questions related to each standard. These questions will correspond to the Commission's adopted Factors to Consider, and will be designed to assist institutions in preparing self-study reports as well as team members during training and reviews.
2. **Guidelines for Institutional Self-Study Reports.** The Committee on Accreditation will recommend a format for the institutional self-study report and other materials such as faculty vitae and course syllabi to be submitted by each institution. The Committee will also provide guidelines for organizing exhibits and ways of facilitating the preparation, organization, and presentation of materials that relate to the Common and Program Standards.

## B. Preparation for Continuing Accreditation Reviews



1. **Preliminary Report.** No less than twelve months before the scheduled visit, institutional officials prepare a *Preliminary Report* to be submitted to the team leader and the Commission staff consultant. This brief report describes the institutional mission and includes information about institutional demographics, special emphasis programs, and other unique features of the institution. The *Preliminary Report* is designed to help the Commission consultant and the team leader (in discussion with the dean or director) determine the type, size and complexity of the programs to be reviewed and the structure, size and expertise of the review team to be selected. The *Preliminary Report* includes, among other things, the following two components.
  - **Response to Preconditions.** In the *Preliminary Report*, the institution includes its response to accreditation preconditions established by state laws and the Commission.
  - **Indication of Selected Options.** In its *Preliminary Report*, the institution indicates the options it has selected for each credential program in the accreditation review.
2. **Institutional Self-Study Report.** No less than 60 weekdays before the visit, the institution mails sufficient copies of its *Institutional Self-Study Report* to the team leader and the Commission staff consultant, who distributes copies of the report to each accreditation team member. In responding to each applicable standard, the self-study report should emphasize quality considerations, educational rationales, and thoughtful program analyses.

## C. Conduct of Continuing Accreditation Reviews



1. **Accreditation Cycle.** The interval of time between accreditation reviews at an institution normally is five to seven years.
2. **Collection of Information.** The accreditation team gathers information about the quality of the education unit and credential programs at the institution from a variety of sources, including written documents and interviews with institutional administrators, program faculty, enrolled candidates, field supervisors, recent graduates, employers of graduates, and program advisors. Data collection procedures are governed by the *Accreditation Handbook*.
3. **Procedural Safeguards.** The accreditation team provides ample opportunities during the review for representatives of the institution (a) to be informed about areas where the standards appear not to be fully satisfied, and (b) to supply additional information pertaining to those standards. These opportunities include, at a minimum, a meeting at approximately mid-visit between representatives of the team and the institution's credential programs, after which additional written information or interviews are utilized by the team in reaching its conclusions.

4. **Specialized Credential Program Team** . If the accreditation team determines that the team lacks sufficient time and/or expertise to make sound recommendations for a particular program, the leader may call for a specialized credential program team to be named to resolve the uncertainty before the accreditation team's final report and recommendation is submitted to the Committee on Accreditation.
5. **Exit Interview and Report.** The accreditation team conducts an exit interview with representatives of the institution, at which time the team presents its findings and recommendations in the form of a draft report to the Committee on Accreditation. If a specialized credential program team has been called for, the accreditation status recommendation is not reported during the exit interview.

## D. Accreditation Reports, Recommendations and Decisions



1. **Accreditation Team Reports.** Accreditation teams make their reports and recommendations to the Committee on Accreditation. Accreditation team reports indicate whether each applicable standard is met, include summary findings and a recommendation to the Committee, and may include educational recommendations for consideration by the institution.
2. **Accreditation Team Recommendations.** An accreditation team recommends Accreditation, or Accreditation with Stipulations, or Denial of Accreditation. The team makes its recommendation based on the overall quality of the education unit and the credential programs at the institution. The team does not recommend separate accreditation decisions for each program. The team may recommend Accreditation even though the unit failed to meet one or two standards in Appendix 2. Alternatively, a team may recommend Accreditation with Stipulations, which may (if adopted by the Committee) require the institution to fulfill all standards within a specified time not to exceed one year. Stipulations may (if adopted) require the discontinuation of severely deficient programs at the institution.
3. **Accreditation Decisions.** After reviewing the recommendation of an accreditation team and an appropriate response from the institution (see below), the Committee on Accreditation makes a decision about the accreditation of educator preparation at the institution, including a decision about the status of each credential program. The Committee makes one of three decisions pertaining to each institution: Accreditation, Accreditation with Stipulations, or Denial of Accreditation. The Committee's *Annual Accreditation Reports* summarize these decisions.
4. **Accreditation with Stipulations.** The Committee on Accreditation allows an institution up to one calendar year to fulfill all standards or to discontinue deficient program(s). The Committee also determines how the institution's response to adopted stipulations is to be reviewed. The Committee may require a second visit for this purpose. Failure to satisfy all stipulations results in the denial of accreditation to the entire institution. Upon the request of an institution, an additional period to remedy severe deficiencies may be granted by the Committee on Accreditation if the Committee determines that (a) substantial progress has been made and/or (b) special circumstances described by the institution justify a delay.

## E. Institutional Responses and Appeals



1. **Response to Committee on Accreditation.** Within twenty weekdays after an accreditation visit, the institution may submit evidence to the Committee on Accreditation that the team demonstrated bias or acted arbitrarily or capriciously or contrary to the policies of this *Framework* or the procedural guidelines of the Committee. (Information related to the quality of a program or the education unit that was not previously provided to the accreditation team may not be considered by the Committee.) The Committee may use this evidence to make a different decision than was recommended by the team. If the Committee makes such a decision, the leader of the team may file a dissent with the Commission. If the Committee decides that an incorrect judgment was made by a team or cluster, and that the result leaves some doubt about the most appropriate decision to be made, the Committee may assign a new team to visit the institution and provide a recommendation on its accreditation.
2. **Appeal to the Commission.** Pursuant to Education Code Section 44374-e, an institution has the right to appeal to the Commission a decision by the Committee on Accreditation to deny accreditation or accredit with stipulations. Such an appeal must be based on evidence that accreditation procedures by the team or decisions by the Committee were arbitrary, capricious, unfair, or contrary to the policies in this *Framework* or the procedural guidelines of the Committee. Information related to the quality of a program or the education unit that was not previously provided to the accreditation team may not be considered by the Commission. The Commission resolves each appeal pursuant to Education Code Section 44372-f.

## F. Concerns about Credential Program Quality



When one or more complaints about a credential program indicate that the quality of the program may be in serious jeopardy, the Executive Director of the Commission may investigate the basis for the concerns, provide technical assistance to the institution, or refer the concerns to the Committee on Accreditation for consideration of possible action.

## Section 7

### National Accreditation

This section governs articulation between national and state accreditation.

#### A. National Accreditation of an Education Unit



Upon the request of an institution, the accreditation of an education unit (school, college or department of education) by a national accrediting body will substitute for state accreditation under the Common Standards provided that the Committee on Accreditation certifies to the Commission that the national accrediting entity fulfills the following conditions.

1. The national accrediting entity agrees to use the Common Standards that have been adopted by the Commission .
2. The accreditation process of the national entity includes on-site reviews.
3. Accreditation teams represent ethnic and gender diversity, and include elementary and secondary school practitioners and postsecondary education members; a minimum of one voting member of each team is from California.
4. For continuing national and state accreditation in California, the national entity agrees to appoint a team that is equivalent in size and structure to an initial accreditation review team.
5. The period of accreditation is consistent with a five-year to seven-year cycle, or is compatible with the accreditation cycle established by the state.

#### B. Merged State-National Accreditation Teams and Reviews



When the above conditions are met for accreditation of an education unit by a national accreditation body, an institution may apply for a merged team and visit for state and national accreditation under the Common Standards and the applicable Program Standards. In a merged visit, a single accreditation team serves the state and national accrediting bodies. The following policies apply.

1. The team has two co-leaders, one appointed according to state accreditation procedures and one appointed by the national accrediting body.
2. The Common Standards and groups of programs are reviewed by appropriate clusters of reviewers selected by the team co-leaders and the Commission's staff consultant. The cluster of members to review the Common Standards includes members appointed by the national body and at least one California member selected according to state accreditation procedures. Clusters of members to review the applicable Program Standards are selected according to Section 5 of this *Framework*.



3. The merged team for state and national accreditation represents ethnic and gender diversity.
4. The team submits a single report regarding all Common Standards and Program Standards to the Committee on Accreditation and the national accrediting body.

### C. National Accreditation of a Credential Program



Upon the request of an institution, the accreditation of a credential program by a national accrediting entity will substitute for state review of the program provided that the Committee on Accreditation certifies to the Commission that the national accreditation entity satisfies the following conditions.

1. The accrediting entity agrees to use the adopted California Program Standards for the specific credential under Option 1, or the standards used by the national entity are determined by the Committee to be equivalent to those adopted by the Commission under Option 1.
2. The accreditation process of the national entity includes an on-site review of the credential program.
3. The accreditation team represents ethnic and gender diversity.
4. The accreditation team includes both postsecondary members and elementary and secondary school practitioners; a minimum of one voting member is from California.
5. The period of accreditation is consistent with a five-year to seven-year cycle, or is compatible with the accreditation cycle established by the state.

## Section 8

### Evaluation and Modification of the Framework

This section governs the evaluation and modification of the *Accreditation Framework*.

### A. Evaluation of the *Accreditation Framework*



1. **Evaluation Design.** The Commission and the Committee on Accreditation are jointly responsible, in consultation with educational institutions and organizations, for the design of a comprehensive evaluation of accreditation policies and their implementation, and for the selection of an independent evaluator to conduct the evaluation.

2. **Formative and Summative Evaluation.** The evaluation design will include formative components to produce early and ongoing information and suggestions about the *Accreditation Framework* and its implementation. The design will also include summative components. The evaluation will include an appropriate sample of institutions and accreditation options, and will be based on comprehensive information collected over a period of time that assures that the major features of the accreditation process have been well tested. It is expected that the formative and summative evaluation will be conducted over a four-year time span, beginning when the first institution is reviewed in accordance with this *Framework*.
3. **Evaluation Report and Recommendations.** A comprehensive evaluation report and recommendations will be presented to the Commission and the Committee on Accreditation for their consideration. Among other policy issues, the evaluator will recommend whether Option 3 (General Program Standards) should serve, in addition to Option 1 (California Program Standards), as a basis for determining the comparability of standards under Options 2 or 5.

## B. Modification of the *Accreditation Framework*



1. **General Provisions Regarding Modifications.** The Commission will consult with the Committee on Accreditation and educational institutions and organizations regarding any proposed modifications of the *Framework*. Modifications will occur in public meetings of the Commission, after the Commission has considered relevant information provided by the Committee on Accreditation, postsecondary institutions, accreditation team members, the Commission's professional staff, and other concerned individuals. The Commission will determine the date when a policy modification is effective.
2. **Refinements and Clarifications of the Framework.** The Commission may modify the *Accreditation Framework* to refine or clarify its contents, as needed. The Commission retains its authority to reconsider and modify the Program Standards for Options 1, 4 and 5 as the need arises.
3. **Significant Modifications of the Framework.** The Commission will maintain without significant modifications the *Framework's* major features and options, including the Common Standards, and Option 3 (General Program Standards), until the summative evaluation is completed or until there is compelling evidence that a significant modification is warranted. The determination of compelling evidence and the warranted significant modification will be made by the Commission with the concurrence of the Committee on Accreditation and the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent California Colleges and Universities.

# Appendix 1

## California Laws on Accreditation of Educator Preparation

Text of Senate Bill 655  
Senator Marian Bergeson  
Chapter 426 of Statutes of 1993  
Effective January 1, 1994

### Article 10

#### Accreditation in Educator Preparation

**Education Code Section 44370. Legislative Purpose.** The Legislature finds and declares that the competence and performance of professional educators depends in part on the quality of their academic and professional preparation. The Legislature recognizes that standards of quality in collegiate preparation complement standards of candidate competence and performance, and that general standards and criteria regarding the overall quality of a candidate's preparation are as essential as the assessment of the candidate's competence and performance.

#### Section 44371. Accreditation System and Framework.

(a) The system for accreditation of educator preparation shall do all of the following:

- (1) Concentrate on the overall quality of educator preparation in credential programs.
- (2) Hold professional elementary, secondary, and postsecondary educators responsible for quality in the preparation of professional practitioners.
- (3) Contribute to improvements in educator preparation and recognize excellence in preparation programs and institutions.
- (4) Replace the prior system of program approval, as established by the Teacher Preparation and Licensing Act of 1970.
- (5) Be governed by an Accreditation Framework that sets forth the policies of the Commission on Teacher Credentialing regarding the accreditation of educator preparation.

(b) The Accreditation Framework shall do all of the following:

- (1) Establish broad, flexible policies and standards for accreditation of educator preparation.
- (2) Define the accreditation responsibilities, authority, and roles of the Commission on Teacher Credentialing and the Committee on Accreditation.
- (3) Establish an accreditation system that is efficient and cost-effective.
- (4) Require that accreditation decisions be based on sufficient reliable evidence about the quality of educator preparation.

**Section 44372. Accreditation Responsibilities of the Commission.**

The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

- (a) Adopt and implement an Accreditation Framework, which sets forth the policies of the Commission regarding the accreditation of educator preparation in California.
- (b) Establish and modify credential-specific standards, experimental program standards, and alternative program standards, as defined in the adopted Accreditation Framework.
- (c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.
- (d) Appoint and reappoint the members of the Committee on Accreditation, in accordance with Section 44373, by selecting among nominees submitted by a panel of distinguished educators.
- (e) Review periodic accreditation reports by the Committee on Accreditation, and refer accreditation issues and concerns to the Committee for its examination and response.
- (f) Hear and resolve appeals of accreditation decisions, pursuant to subdivision (e) of Section 44374.
- (g) Allocate resources annually for implementation of the accreditation system.
- (h) With the Committee on Accreditation, jointly design an evaluation of accreditation policies and their implementation, and jointly select an external evaluator to conduct the evaluation, in accordance with Section 8 of the Accreditation Framework that was in effect on June 30, 1993.
- (i) Modify the Accreditation Framework in accordance with Section 8 of the Framework that was in effect on June 30, 1993.
- (j) Inform and advise the Legislature regarding statutory issues related to accreditation, and submit legislative recommendations, after considering the advice of the Committee on Accreditation, education institutions and professional organizations.

**Education Code Section 44373. Committee on Accreditation.**



- (a) There is hereby established the Committee on Accreditation consisting of 12 members selected for their distinguished records of accomplishment in education. Six members shall be from postsecondary education institutions, and six shall be certificated professionals in public schools, school districts, or county offices of education in California. No member shall serve on the Committee as a representative of any organization or institution. Membership shall be, to the maximum extent possible, balanced in terms of ethnicity, gender, and geographic regions. The Committee shall include members from elementary and secondary schools, and members from public and private institutions of postsecondary education.
- (b) The terms of Committee members shall be in accordance with the Accreditation Framework. Appointment of the initial Committee members shall be from nominees submitted by a panel of distinguished educators, who are named by a consensus of the Commission and the Accreditation Advisory Council, pursuant to Section 44371, as that section read on December 31, 1993. Appointment of subsequent Committee members shall be from nominees submitted by a distinguished panel named by a consensus of the Commission and the Committee on Accreditation. For each Committee position to be filled by the Commission, the panel shall submit two highly qualified nominees.
- (c) The Committee shall do, but shall not be limited to doing, all of the following:
  - (1) Make decisions about the accreditation of educators preparation. The Committee's decision making process shall be in accordance with the Accreditation Framework.
  - (2) Make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the Committee.
  - (3) Determine the comparability of standards submitted by applicants with those adopted by the Commission, in accordance with the Accreditation Framework.
  - (4) Adopt guidelines for accreditation reviews, and monitor the performance of accreditation teams and other aspects of the accreditation system.
  - (5) Present an annual accreditation report to the Commission and respond to accreditation issues and concerns referred to the Committee by the Commission.

**Section 44374. Accreditation Standards and Procedures.**



- (a) The Accreditation Framework shall include common standards that relate to aspects of program quality that are the same for all credential programs. The Framework shall also include multiple options for program standards.
- (b) The Accreditation Framework shall include provisions regarding well-trained accreditation teams whose members shall be drawn from a pool of California college and university faculty members and administrators, elementary and secondary school teachers and other certificated professionals, and local school board members. For each accreditation visit there shall be one team, whose size, composition, and expertise shall be constituted according to the Accreditation Framework.
- (c) An accreditation team shall present its report and recommendations to the Committee on Accreditation in accordance with the Accreditation Framework. The Committee shall consider the accreditation team report and recommendations, and shall also consider evidence, which may be submitted by the institution, that the team demonstrated bias or acted arbitrarily or capriciously or contrary to the policies of the Accreditation Framework or the procedural guidelines of the Committee.
- (d) The Committee on Accreditation shall make a single decision to accredit, to accredit with stipulations, or to deny accreditation to an institution's credential programs, pursuant to Section 44373 and the Accreditation Framework.
- (e) An institution has the right to appeal to the Commission if the procedures or decisions of an accreditation team or the Committee on Accreditation are arbitrary, capricious, unfair, or contrary to the policies of the Commission or the procedural guidelines of the Committee. An institution also has the right to recommend changes in the accreditation policies of the Commission, which shall be considered by the Commission in consultation with the Executive Director and the Committee on Accreditation.
- (f) At the request of an institution, the accreditation of an education unit or a specific program by a national accrediting body shall substitute for state accreditation provided that the national accrediting body has satisfied the applicable conditions set forth in the Accreditation Framework.

## Appendix 2

### Common Standards <sup>1</sup>

- (1) **Education Leadership.** The education unit has effective leadership that articulates a vision for the preparation of professional educators, fosters cohesiveness in unit management; delegates responsibility and authority appropriately; resolves each credential program's administrative needs as promptly as feasible; consults with credential program faculty; and represents their interests in the institution, the education profession, and the school community.
- (2) **Resources.** Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.
- (3) **Faculty.** Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.
- (4) **Evaluation.** The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.
- (5) **Admissions.** In each credential preparation program, qualified candidates are admitted on the basis of well-defined admission criteria and procedures that utilize multiple measures and encourage the admission of students from under-represented groups through alternative criteria and procedures. The institution determines that each admitted candidate has appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills and other basic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each candidate admitted to basic teaching credential programs (including emphasis credentials) has attained an undergraduate grade point average (GPA) that is above the median GPA for a comparable population of students at the institution. Each candidate admitted to advanced credential programs meets institutional standards for graduate study.

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<sup>1</sup> Once the Committee on Accreditation completes the *Accreditation Handbook*, the Common Standards will be included in it. Modification of the Common Standards will continue to be subject to the provisions of Section 8 of the *Accreditation Framework*.

- (6) **Advice and Assistance.** Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.
- (7) **School Collaboration.** For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.
- (8) **Field Supervisors.** Each field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. Supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

## ◆◆◆ Appendix 3 ◆◆◆

### General Program Standards for Option 3 <sup>1</sup>

For each program that is reviewed on the basis of the following General Program Standards, the Commission expects the accreditation team and the Committee on Accreditation to judge, in relation to each standard, whether the program is sufficiently responsive to the contemporary needs of the diverse students in California schools.

- (1) **Knowledge Base for the Curriculum.** Each credential program offers a cohesive curriculum that is based on a coherent rationale and derived from current and established research findings, exemplary professional practice, and recognized national or state professional guidelines. A knowledge base is explicated and accompanied by a rationale that demonstrates the academic foundations of the program curriculum and its responsiveness to the needs of California's diverse students. The program faculty articulates clear expectations for the professional competence and performance of program graduates.
- (2) **Professional Practices.** Each credential program provides adequate opportunities for candidates to learn knowledge of a variety of professional methodologies and skill at exemplary professional practices prior to assuming daily teaching responsibilities or other supervised field activities in the program.

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<sup>1</sup> Once the Committee on Accreditation completes the *Accreditation Handbook*, the General Program Standards will be included in it. Modification of the General Program Standards will continue to be subject to the provisions of Section 8 of the *Accreditation Framework*.



- (3) **Principles of Equity.** In each credential program, candidates learn principles of educational equity and analyze the implementation of those principles in curriculum content and educational practices.
- (4) **Preparation for Diversity.** Each credential program engages candidates in studies of diverse cultures and intensive cross-cultural experiences. In each program, candidates examine successful approaches to the education of culturally and linguistically diverse students, and principles of first and second language acquisition and development. Candidates for basic teaching credentials learn and implement effective strategies to foster the development of English language skills, including reading, among all students, including speakers of primary languages other than English.
- (5) **Studies of Development.** In each credential program, candidates are oriented to common traits and individual differences that characterize several periods of child and adolescent development.
- (6) **Professional Perspective.** In each credential program, candidates develop professional perspectives by examining essential knowledge bases, including concepts drawn from the historical, philosophical, social, cultural and psychological traditions of education, as well as research findings and best practices appropriate to the credential specialization.
- (7) **Early Field Experiences.** Each credential preparation program provides, prior to advancing a candidate to the intensive fieldwork or clinical phase of the program, one or more supervised field-based experience(s) that, (a) provide opportunities to interrelate theory and practice, (b) prepare the candidate for daily teaching or other appropriate professional responsibilities, and (c) enable the clinical faculty to determine when the candidate is ready for daily supervised professional responsibilities.
- (8) **Daily Professional Responsibilities.** Each credential program advances to training in daily supervised professional responsibilities only those candidates who are deemed ready for such experiences and who have demonstrated sufficient proficiency at basic academic skills and mastery of subject matter content.
- (9) **Field Assistance.** In each credential program, candidates in the field receive timely guidance, assistance and feedback from field supervisors and faculty in relation to each professional competence expectation of the program.
- (10) **Diverse Students and Responsibilities.** Each credential program ensures that each candidate (a) is effective in teaching or providing appropriate services to students of diverse ages, abilities, cultures and ethnicities, and (b) assumes other responsibilities of full-time educators. Each candidate must have at least one substantive public school professional experience that includes direct interaction with diverse students.
- (11) **Verification of Competence.** In each program the institution recommends each candidate for a credential only after verifying validly and reliably the candidate's demonstrated competence in relation to each professional expectation of the program. The institution retains thorough documentation to verify each candidate's attainment of the program's stated expectations.

